Learning English
STEP ONE

4399
SCERT

Learning English

Step One

WEST BENGAL BOARD OF SECONDARY EDUCATION
77/2, Park Street,
Calcutta-16

First Published 1983

I.G.E.R.T., W.B. LIBRARY
Date ....
Accn. No. 4399

Acknowledgement

For permission to use copyright extract, the West Bengal Board of Secondary Education and Publishers wish to thank the Oxford University Press for Cats by Eleanor Fargeon from The Children's Bells.

© West Bengal Board of Secondary Education, 1967.

Copyright of the Book and every part of it, including the arrangement, illustrations etc., is exclusively reserved to the West Bengal Board of Secondary Education. No part of the Book can be printed or published or no explanatory book or any abridgement thereof or what is commonly known as note book can be prepared without the express written permission of the West Bengal Board of Secondary Education. Any infringement of the copyright or preparation of notes of the Book in any manner would be severely dealt with and make such publishers liable to damages.

PRINTED IN INDIA BY HOOGHLY PRINTING CO. LTD., 41, CHOWRINGHEE ROAD, CALCUTTA-700071 AND PUBLISHED BY N. SINHA, SECRETARY, WEST BENGAL BOARD OF SECONDARY EDUCATION, 77/2, PARK STREET, CALCUTTA-700016.

FOREWORD

(1) Labouring hard for 2 years, the English Syllabus Sub-Committee of the West Bengal Board of Secondary Education have steadily constructed the book for your use in the first year (Class VI of English in all recognised secondary schools of West Bengal. This has been done with the active and unstinted help and co-operation of the Institute of English, Calcutta, counselled by the British Council Division of the British High Commission in Calcutta. Teachers' Associations and the Testbook Review Committee scrutinized every page of the book and their recommendations have been incorporated.

(2) As you know, from January 1984 English will be introduced as the second language for the first time in Class VI. We have kept in mind the basic difficulty as well as the advantage of teaching a new language at the elementary level to students who are intellectually more mature than those of Class III.

(3) We consulted teachers at both the school and college levels, teacher-trainees and experts on material production and syllabus innovation at two workshops held in November 1981 conducted by experts from Britain and India.

(4) These workshops and their findings were reported in detail in the Parshad Varta (dt. May, 1982).

(5) The objectives of the syllabus and the first outline of the book were decided and laid down then modified and amended according to the useful comments received from teachers and teacher-trainees all over West Bengal.

(6) A programme for orientation of teachers is being planned to give them some guidance and explanation on how to handle the book before the end of the year. A teachers' manual has also been published for their benefit.

(7) We are still open to comments and suggestions from all concerned. Your advice and guidance will help us further when planning the textbook for Class VII. We welcome feedback from you all. Comments from parents and students themselves will also be valuable.

INTRODUCTION

A WORD TO THE STUDENTS FROM THE TEXT BOOK WRITERS

(1) As soon as you turn the pages of this book you will see that it is different from any other English textbook used by the West Bengal Board of Secondary Education before.

(2) Let us try to explain why it is different.

(3) As you know, previously, children had to start learning English earlier than you. They were very young and had to depend on the teacher all the time. We feel that since you are older, you will learn English more eagerly and easily than your younger friends did and find the English lessons at school more enjoyable. In short, we are trying to make you enjoy your learning so that you can start using English as soon as possible.

(4) For all this to succeed, we depend on you. Your teacher will always be there to help, but he/she cannot give a lot of time to each of you. You must, therefore, help yourselves.

(5) You will notice that the First Lesson in the textbook is called Lesson 12. This is because 11 lessons will be done by your teacher working with you by word of mouth, so that you are ready to use the book when you come to lesson 12.

(6) The oral lessons will be done thoroughly. You will then find that you can very easily read the first 6 lessons in the book, for they are just a revision of the eleven oral lessons.

(7) The sooner you are able to read English, the more will the lessons seem like playing games. There are tasks, problems, riddles to be worked out, always using English, as much as possible, on your own. You may ask your teacher for the meanings of words you do not know and questions on grammar whenever necessary, but the effort and the interest in doing the tasks must be yours.

(8) During the year, you must work through each one of the 50 leassons. Any incomplete task must be completed for homework. Towards the end there will be longer passages for reading aloud and silently and some revision exercises. Learning to write clearly and distinctly will also be an important objective.

(9) Our aim has been to teach you with your help. You will find the tasks enjoyable, because they, quite unlike formal lessons, help you learn the language automatically as you go through the book. This will encourage you to do more tasks and so to learn more.

(10) Do not consult any note book. It will not help you to learn.

(11) Do all the tasks in pencil so that these can be erased after you have finished, leaving the textbook clean for use by your younger brothers and sisters.

(12) Now, turn this page over to start and enjoy the first lesson in English. We are sure that by the end of Class Six you will be able to read, write and speak in simple, correct English. Imagine your pleasure when that happens and ours as well, surely no less than yours. We all want you to succeed. So let us try together — with Good Luck !

।। মুখবন্ধ ।।

লেখকদের পক্ষ থেকে ছাত্রদের কাছে কয়েকটি কথা

১) এই বইটির পাতা উল্টোলেই তোমরা বুঝতে পারবে যে এর আগে পর্ষদ যে-সব ইংরাজি বই পাঠ্য করেছে সেগুলির থেকে এটি সম্পূর্ণ অন্য ধরণের।

২) এই তফাত কেন, সেইটেই বুঝিয়ে বলা যাক।

৩) তোমরা জান যে, আগে ছেলেমেয়েরা তোমাদের থেকে কম বয়সে ইংরাজি শিখতে শুরু করত বলে তাদের সর্বদাই শিক্ষক-শিক্ষিকাদের উপর নির্ভর করতে হ'ত। তোমরা আগের আমলের ইংরাজি-শিখতে-শুরু-করা ছাত্র-ছাত্রীদের চেয়ে খানিকটা বড়ো হয়ে এই ভাষা শিখছ, তাই আমাদের বিশ্বাস যে, তাদের চেয়ে তোমরা বেশি সহজে এবং আগ্রহ নিয়ে পড়তে পারবে এবং স্কুলের ইংরাজি পড়ানো শুরু হবার পর থেকেই তোমাদের ভাল লাগবে। সংক্ষেপে বলতে গেলে - আমরা ইংরাজি শিক্ষাকে তোমাদের কাছে আরও আকর্ষণীয় করে তুলতে চেষ্টা করছি যাতে তোমরা যত তাড়াতাড়ি সম্ভব এই ভাষা নিজেরাই ব্যবহার করতে পার।

৪) আমাদের এই সব কিছু সাফল্য নির্ভর করছে তোমাদের ওপর। তোমাদের শিক্ষক - শিক্ষিকারা অবশ্যই সব সময়ে সাহায্য করবেন। তবু এও তো ঠিক যে তাঁরা তোমাদের প্রত্যেকের জন্যেই আলাদা আলাদা ভাবে অনেকখানি করে সময় দিয়ে উঠতে পারবেন না। কাজে-কাজেই তোমাদের আত্মনির্ভরশীল হতে হবে।

৫) তোমরা দেখবে যে, বইতে প্রথম যে পাঠটি দেওয়া আছে, সেটিকে বলা হয়েছে 'দ্বাদশ পাঠ'। এর কারণ প্রথম এগারোটি 'পাঠ' ক্লাসে তোমাদের মুখে মুখেই তৈরি করিয়ে দেওয়া হবে, ফলে দ্বাদশ পাঠ শুরু করার সময় তোমরা দেখবে, তোমরা এই বই পড়বার উপযুক্ত হয়ে উঠেছ।

৬) 'মৌখিক পাঠ' গুলি তোমাদের খুব সুন্দর কবে আয়ত্ত করানো হবে, ফলে বইয়ের প্রথম ছ'টি 'পাঠ' তৈরি করতে তোমাদের কোনো অসুবিধে হবে না, কেন-না ঐগুলি মৌখিক এগারটি পাঠের পূর্বালোচনা।

৭) যত তাড়াতাড়ি তোমরা ইংরাজি পড়তে অভ্যাস করতে পারবে, ততই দেখবে যে বইয়ের 'পাঠ' গুলি যেন খেলাধুলোর মতো সহজ হয়ে উঠছে। সেখানে আছে পড়া-বুঝে-নিয়ে জবাব দেওয়ার ব্যাপার, বিভিন্ন সমস্যা এবং ধাঁধার সমাধান করার বিষয়—যাদের সবটুকুই যতদূর সম্ভব ইংরাজি ভাষার মাধ্যমেই তোমাদের করতে হবে। অজানা শব্দের অর্থ শিক্ষক শিক্ষিকাদের কাছে জেনে নিতে পারো এবং প্রয়োজন হলে ইংরাজি ব্যাকরণের প্রশ্নগুলির উত্তরও জিজ্ঞেস করতে পারো কিন্তু কাজটি সমাধান করতে হবে তোমাদের নিজেদের আগ্রহ আর প্রচেষ্টায়।

৮) সারা বছর ধরে তোমরা পঞ্চাশটি 'পাঠে'র প্রত্যেকটিই তৈরি করবে। স্কুলে যদি কোনোটার খানিক বাকি থেকে যায়, সেটা বাড়িতে শেষ করবে।বইয়ের শেষের দিকে বড়-বড় অনুচ্ছেদ দেওয়া আছে মনে-মনে পড়বার জন্যে আরও আছে পূর্বপাঠের ওপর কিছু অনুশীলনী। পরিচ্ছন্নভাবে এবং স্পষ্ট করে লিখতে পারাও প্রধান উদ্দেশ্যগুলির মধ্যে একটি বলে গন্য হবে।

৯) আমাদের উদ্দেশ্য হল তোমাদের সাহায্য নিয়েই তোমাদের পড়ানো। এই পাঠগুলি গতানুগতিক পাঠের থেকে সম্পূর্ণ অন্য ধরণের বলে তোমাদের এই শিক্ষার সঙ্গে সঙ্গে তোমরা আনন্দও পাবে। আবার বইটি পড়তে পড়তে তোমরা নিজে থেকেই ভাষাটা শিখে ফেলবে। এর ফলে তোমাদের বেশি কাজ করা ও শেখার উৎসাহ বাড়বে।

১০) কোনো ধরণের 'মানে বই' পোড়ো না, তাতে কিছুই শেখা হবে না তোমাদের।

১১) বইয়ে যা কিছু লিখবে সেগুলি পেন্সিল দিয়ে লিখবে। যাতে সব দাগ মুছে ফেলা যায়। তাহলে তোমরা ছোট ভাই বোনেরা বইটি ব্যবহার করতে পারবে।

১২) এখন বইয়ের 'প্রথম পাঠে' এস এবং আনন্দের সঙ্গে পড়। আমাদের দৃঢ় বিশ্বাস এই যে, ষষ্ঠ শ্রেণী পেরোবার আগেই তোমরা ইংরাজি পড়তে এবং শুদ্ধ ও সহজ সরলভাবে লিখতে-বলতে পারবে। তখন কী আনন্দ হবে ভাবো তো একবার! আমাদের আনন্দও তোমাদের থেকে কিছু কম হবে না কিন্তু! আমরা সবাই চাই তোমরা সফল হও। এসো, আমরা তাহলে একসঙ্গে সেই চেষ্টা উঠে পড়ে লেগে যাই, কেমন? তোমাদের সকলের শুভ কামনা করি।

प्रस्तावना

पाठ्य-पुस्तक के लेखकों की ओर से छात्रों के प्रति दो शब्द

१. प्रस्तुत पाठ्य-पुस्तक के पृष्ठों को पलटने पर तुम्हें प्रतीत होगा कि यह पुस्तक पश्चिमबङ्ग माध्यमिक शिक्षा बोर्ड द्वारा अंग्रेजी की पूर्व प्रकाशित पाठ्य-पुस्तकों से अलग-थलग है।

२. आओ, देखें, प्रस्तुत पाठ्य-पुस्तक पूर्व प्रकाशित पुस्तकों से अलग-थलग क्यों हैं।

३. जैसा कि तुम्हें विदित है, कुछ वर्ष पहले, बच्चे तुम्हारी अपेक्षा पहले ही अंग्रेजी सीखना प्रारम्भ करते थे। उस समय वे अति सुकुमार होते थे; अतः उन्हें सदैव शिक्षकों पर आश्रित रहना पड़ता था। तुम उन बच्चों से उम्र में बड़े हो। अतः तुम अधिक उत्सुकता एवं सरलता से अंग्रेजी सीखोगे, विशेष अभिरुचि के साथ अपने पाठ तैयार करोगे—ऐसी हमारी धारणा है। संक्षेप में, हम यह सत्प्रयास कर रहे हैं कि तुम्हें अंग्रेजी के पाठ सरल, सहज एवं रुचिकर प्रतीत हों, पठन में रुचि जागृत हो और तुम यथाशीघ्र अंग्रेजी शब्दों का प्रयोग करना आरम्भ कर सको।

४. यह सपना साकार करने के लिए, हम तुम पर आश्रित हैं। तुम्हारे शिक्षक, तुम्हारी भाषा का विकास करने में, तुम्हें सहयोग देने के लिए सदा उपस्थित रहेंगे परन्तु समयाभाव के कारण तुम सबों को अधिकाधिक समय प्रदान करने में असमर्थ भी तो रह सकते हैं। अतः तुम्हें स्वतः अपने हित के लिए सजग रहना है :

५. प्रस्तुत पाठ्य-पुस्तक के प्रथम पाठ को पाठ १२ की संज्ञा दी गई है। कारण, पाठ ११ तक तुम्हारे शिक्षक तुम्हें मौखिक अभ्यास करायेंगे ताकि पाठ १२ से तुम्हारी पुस्तक तुम्हारे लिए बोधगम्य हो जाय और तुम अग्रिम पाठ आसानी से समझ सको।

६. मौखिक पाठों के अभ्यास भलीभांति कराये जायेंगे। इस प्रकार तुम प्रथम ६ पाठों को सुगमतापूर्वक पढ़ सकोगे। कारण, इन पाठों में, ११ मौखिक पाठों के आधार पर, परिचित वातावरण के प्रसंगों की पुनरावृत्ति मात्र हैं।

७. जितनी शीघ्रता से तुम अंग्रेजी पढ़ सकोगे, अग्रिम पाठ तुम्हारे लिए उतने ही सहज, सुगम तथा खेल जैसे प्रतीत होंगे। तुम्हें गृह-कार्य, कठिन प्रश्न, अभ्यासों, पहेलियों आदि का हल अंग्रेजी में, यथासंभव पने शब्दों में, करना होगा। जिन शब्दों के अर्थ एवं व्याकरण-संबंधी प्रश्न तुम्हारी, प्रयोजनीयतानुसार, तुम्हें ज्ञात नहीं हैं, तुम अपने शिक्षक की सहायता से जान सकते हो। परन्तु कार्य-सम्पादन में तुम्हें अग्रसर हो कर विशेष रूचि लेनी होगी।

८. तुम्हें सत्र के अंत तक प्रत्येक पचास पाठ का अभ्यास तो अवश्य ही करना है। इस अवधि में अगर कोई कार्य अपूर्ण है तो उसे गृह-कार्य द्वारा अवश्य पूरा कर लेना है। अन्त में सस्वर-पठन तथा मौन-पठन के लिए कुछ लम्बे अनुच्छेद तथा दुबारा जांच के लिए कुछ अभ्यास अवशेष रह जायेंगे। साथ ही हमारा अभीष्ट है—तुम्हें स्वच्छ एवं स्पष्ट लेखन-कला सिखाना।

९. तुम्हारे कोमल मन में तुम्हारी सहायता से ही पठन-पाठन के प्रति अभिरुचि उत्पन्न करना हमारा उद्देश्य है। भाषा-अध्ययन एवं व्याकरण-ज्ञान को ध्यान में रख कर प्रश्न-अभ्यास दिये गये हैं तथा उनके अन्त में पढ़ने, लिखने और प्रयोग करने के संबंध में विविध सुझाव भी दिये गये हैं। इन रुचिकर आनन्दप्रद कार्यों से तुम स्वतः शिक्षण के प्रति प्रोत्साहित होगे तथा अधिकाधिक सीखोगे।

१०. किसी कुंजी या नोट पर कभी निर्भर मत रहो। इससे भाषा-ज्ञान में कभी भी सहायता नहीं मिलती।

११. पाठ्य-पुस्तक में दिये गये अभ्यासों का उत्तर पेंसिल से लिखो ताकि तुम्हारी लिखावट आसानी से मिटायी जा सके और तुम्हारी उपयोगिता शेष होने पर तुम्हारे छोटे भाइयों और बहनों द्वारा भी इस पाठ्य-पुस्तक का उपयोग किया जा सके।

१२. अब अंग्रेजी के प्रथम पाठ का आनन्द लेने के लिए इस पृष्ठ को पलटो। हमें पूर्ण विश्वास है कि कक्षा ६ के अन्त तक तुम सरल और शुद्ध अंग्रेजी पढ़ने, लिखने और बोलने में सक्षम हो जाओगे। जब तुम्हारा प्रयास सार्थक होगा तो तुम्हारी खुशी की सीमा न रहेगी और तुम्हारे साथ हम भी फूले न समायेंगे। एतदर्थ हमें समवेत हो कर सतत् प्रयास करना है। हम सब तुम्हारी सफलता के लिए प्रार्थना करते हैं। अशेष मंगल कामनाओं के साथ।

دیباچہ

درسی کتاب کے مصنفین کی طلبہ و طالبات سے چند باتیں

(۱) جوں ہی آپ اس کتاب کی ورق گردانی شروع کریں گے آپ کو محسوس ہوگا کہ اس کے پہلے مغربی بنگال بورڈ آف سکنڈری ایجوکیشن نے جتنی درسی انگریزی کتابیں منظور کی تھیں، یہ کتاب اس سے بالکل مختلف ہے۔

(۲) ہم آپ کو بتانا چاہیں گے یہ کیوں مختلف ہے؟

(۳) جیسا کہ آپ جانتے ہیں کہ پہلے بچّے آپ کے مقابلے میں پہلے ہی سے انگریزی پڑھنا، سیکھنا شروع کر دیتے تھے۔ وہ سب کم سن ہوتے تھے اور انگریزی کی تعلیم حاصل کرنے کے لئے انھیں اساتذہ کی مدد کی ضرورت ہوتی تھی۔ ہم محسوس کرتے ہیں کہ آپ بڑے ہیں لہٰذا آپ چھوٹے دوستوں کی نسبتاً زیادہ آسانی اور ذوق وشوق کے ساتھ انگریزی سیکھنے کی کوشش کریں گے اور اسکولوں میں انگریزی کا سبق آپ کے لئے زیادہ مسرّت کا سامان مہیّا کرے گا۔

المختصر ہم آپ کے لئے سبق کو زیادہ دلچسپ اور مسرّت بخش بنا رہے ہیں تاکہ آپ جلد سے جلد انگریزی جان لیں۔

(۴) ہماری ان کوششوں کی کامیابی کا دارومدار آپ پر ہے۔ آپ کے استاد آپ کی مدد کے لئے ہر وقت تیار ہوں گے مگر آپ کے استاد اور استانی آپ کو انگریزی سکھانے کے لئے زیادہ وقت نہیں دے سکیں گے لہٰذا آپ کو اپنی مدد آپ کرنا ہوگی۔

(۵) آپ نے یہ دیکھ لیا ہوگا کہ اس درسی کتاب کا پہلا سبق سبق ۱۲ ہے۔ ایسا اس لئے کہ ایک سے گیارہ اسباق تک آپ کے استاد زبانی آپ کو درس دیں گے اس سے آپ کو کتاب سے صحیح واقفیت ہو جائے گی اور بارہواں سبق پڑھنے میں زیادہ دقت نہیں محسوس ہوگی۔

(۶) زبانی تعلیم مکمل طور پر دی جائے گی۔ ۱۱ زبانی اسباق آپ کی اوائل کی مشکلات ختم کردیں گے۔ اسی طرح آپ کتاب میں پہلے چھ اسباق آسانی سے پڑھ لیں گے کیونکہ یہ سب زبانی اسباق کی تکرار ہوں گے۔

(۷) جتنی جلدی آپ انگریزی پڑھنے اور سیکھنے میں کامیاب ہوں گے۔ سبق پڑھنے میں آپ کی دلچسپی اتنی زیادہ ہوگی اور سبق آپ کو "کھیل" کی طرح معلوم ہوگا۔ آپ کا ٹاسک (کام)، مسائل اور معمے اور پہیلیاں وغیرہ ہیں جن کو آپ کو حل کرنا ہے۔ اس کے لئے جہاں تک ممکن ہو سکے آپ اپنی انگریزیزی کا استعمال کریں، جو الفاظ، قواعد سے متعلق جو سوالات پیچیدہ ہوں، آپ اپنے استاد سے معنی پوچھ سکتے ہیں، پیچیدہ سوالات کو حل کرنے میں مدد لے سکتے ہیں۔ کام کو پورا کرنے کی ذمہ داری آپ پر ہے۔ آپ دلچسپی لیں گے تو کام پورا ہوگا۔

(۸) سال میں آپ کو پچاس اسباق میں ہر سبق کو ٹھیک ٹھیک پڑھنا اور سیکھنا ہے۔ جو کام پورا نہ ہو وہ گھر پر پورا کرلیا جائے۔ کتاب کے ابتدائی حصے میں بلند آواز اور خاموشی سے پڑھنے کے لئے طویل عبارتیں درج ہیں۔ بعض مشق پر نظر ثانی کی ضرورت ہوگی۔ صاف اور خوشخط لکھنا بھی آپ کا بنیادی مقصد ہونا چاہیئے۔

(۹) ہمارا مقصد آپ کو خود آپ کے تعاون ہی سے سکھانا ہے۔ آپ کو اس کام سے سرور اور لذت و خوشی حاصل ہوگی کیونکہ یہ عام رسمی اسباق سے مختلف ہونے کی وجہ سے آپ کو خود بخود زبان کو سیکھنے میں مدد دیں گے۔ اس سے زیادہ کام کرنے اور زیادہ سیکھنے پڑھنے کا حوصلہ آپ کے اندر پیدا ہوگا۔

(۱۰) کسی "نوٹ بک" سے مدد نہ لیں۔ آپ کو اس سے پڑھنے اور سیکھنے میں کوئی مدد نہیں ملے گی۔

(۱۱) اپنے تمام ٹاسک پنسل سے کریں جب آپ اسے ختم کرلیں گے تو اسے مٹانا آسان ہوگا۔ پنسل کے حروف مٹ جانے کے بعد آپ کی کتاب نئی اور صاف ستھری نظر آئے گی اور آپ کے چھوٹے بھائی بہنوں کی بھی یہ کام آئے گی۔

(۱۲) اب آپ ورق الٹیں اور انگریزی کا پہلا سبق شروع کریں اور مسرّت حاصل کریں۔ ہمیں یقین ہے کہ درجہ ششم کی تعلیم کی تکمیل پر آپ آسان اور صحیح انگریزی پڑھ، لکھ اور بول سکیں گے۔ اس خوشی اور مسرت کا تصور کیجئے جو ہمیں اور آپ کو کامیابی کے بعد حاصل ہوگی۔ ہم سب چاہتے ہیں کہ کامیابی آپ کے قدم چومے۔ آیئے ہم سب مل کر کوشش کریں۔ قادرِ مطلق ہمیں کامیابی عطا کرے۔

भूमिका

पाठय-पुस्तक लेखकहरूद्वारा विद्यार्थीहरूलाई केही सुझाऊहरू

१. यस पुस्तकको पाता पल्टाउनसाथ तिमी देखने छौ कि पश्चिम बंगाल माध्यमिक शिक्षा पर्षदले अघि प्रचलनमा राखेको अंग्रेजी-पुस्तकहरू हेरी यो भिन्नै छ।

२. यो किन भिन्नै छ त्यस सम्बन्धी व्याख्या गर्ने कोशिष गरौं।

३. अघि जस्तै तिमीहरूले जान्दछौ, बालक बालिकाहाले भन्दा चांड़ो अंग्रेजी शुरू गर्न परेथ्यो। तिनीहरू साहै साना साना थिए अनि शिक्षामा उनीहरू पूर्ण रूपले भर पर्नु पर्थ्यो। हामीलाई लाग्छ तिमीहरू केही उमेरदार छौं; तिमीहरूले अंग्रेजी उत्सुकतासाथ र सहजसाथ ती साना साना भाईहरूले भन्दा चांड़ो अंग्रेजी सिक्ने छौं। अनि विद्यालयमा अंग्रेजी पाठहरू आनन्ददायक पाउनेछौं। संक्षेपमा, हामी तिमीहरूको शिक्षालाई आनन्ददायक बनाउन चाहन्छौं; जसमा अंग्रेजी तिमीहरूले चांड़ै नै प्रयोग गर्न सक्ने छौं।

४. यस सफलताको निम्ति हामी तिमीहरूमाथि भर पर्छौं। शिक्षक तिमीहरूको सहायतार्थ संधैं हुनेछ तर शिक्षक वा शिक्षिकाले प्रत्येकलाई धेरै समय दिन सक्तैनन्; यसर्थ तिमीहरू आफै लगनशील हुनुपर्छ।

५. तिमीहरूले याद गर्नेछौ कि पाठय-पुस्तकमा पहिलो पाठलाई बाह्रौं पाठ भन्नेछौं। यो चाहि के हो भने एघाह्रौं पाठसम्मं शिक्षकले तिमीहरूसित बोलेर पढ़ाउनेछन् त्यसकारण तिमीहरू बाह्रौं पाठ्या पुस्तकलाई प्रयोगमा ल्याउनु हुनेछौं।

६. एक एक गरी मौखिक पाठहरू गरिनेछ। तब तिमीहरूले जान्नेछौं कि तिमीहरूले पहिलेको छ पाठहरू एकदम सहजसाथ पढ़्न सक्नेछौं; तिनीहरू केवल एघाह्र मौखिक पाठहरू दोहो-याएको मात्र हुन्।

७. जति चांड़ो तिमीहरू अंग्रेजी पढ़न सक्छौं; त्यत्ति नै पाठहरू तिमीहरूले खेलहरू खेले झैं पाउनेछौं। अभ्यासको निम्ति कार्यहरू, समस्याहरू, मस्तिष्कलाई अभ्यासार्थ कामहरू राखिएको हुनेछ; प्रयोगको निम्ति सक्दो धेरै शब्दहरू आफ्नै पाउनेछौं। तिमीहरूले नजानेको शब्दको अर्थ शिक्षकसित सोध्न सक्नेछौं; साथै व्याकरण सम्बन्धी चाहिएका प्रश्नहरू पनि सोध्न सक्नेछौं तर अभ्यासहरू गर्दा आफ्नै प्रयास र आग्रह हुनुपर्छ।

८. बर्षमा, पचास पाठहरू प्रत्येक पाठ नै तिमीहरूले गरेको हुनुपर्छ। अन्तमा, स्वर-पठन र मौन-पठन गर्नलाई केही लामा लामा अनुच्छेदहरू राखिएको हुनेछ; साथै स्पष्ठ र परिष्कारसाथ लेख्नलाई एक मुख्य उद्देश्य पनि हुनेछ।

९. हाम्रो उद्दश्य तिमीहरूलाई तिमीहरू कै सहायता ले पढ्न सिकाउनु हो। तिमीहरूले कायहरू आनन्द-दायक पाउनेछौं; कारण तिनीहरू औपचारिक पाठहरूदेखि बेग्लै हुन्छन्, तिमीहरूले किताब पढ़दाखेरि भाषा-शिक्षण आफै आफ जान्नेछौ। यसले तिमीहरूलाई आफ धेरै काम गर्ने र जान्ने प्रेरणा हुनेछ।

१०. तिमीहरूले कुनै मानेको किताब हेर्ने छैनौं, यसबाट तिमीहरूले सिक्न सक्ने छैनौ।

११. सबै काम शिक्षा-कलमले गर जसमा कि तिमीहरूले काम गरि सकेपछि मेटाउन सक, जो तिमीहरूका भाइ-वहिनीहरूले पनि त्यसलाई प्रयोग गर्न सकोस।

१२. अब, यस पुस्तकको पहिलो पाठ पढ़नको निम्ति पाता पल्टाऊ। हामी निश्चित छौं छैंटौं श्रेणीको अन्ततिर तिमीहरूले पढ़न, लेख्न र सरल र शुध्द रूपमा अंग्रेजी बोल्न सक्नेछौ। तिमीहरूले पढ़दा पाएको आनन्दको अन्दाज गर; साथै हाम्रो पनि, त्यो आनन्द तिमीहरूको भन्दा निश्चय नै कम हुनेछैन। तिमीहरू सबै सफल होस् भन्ने कामना गर्दछौ। यसर्थ हामी सौभाग्यमानी भएर एकसाथ प्रयास गरौं।

ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣେତାମାନଙ୍କର ଛାତ୍ରମାନଙ୍କପ୍ରତି କେଇପଦ :—

୧। ପୂର୍ବରୁ ପଶ୍ଚିମବଙ୍ଗ ମାଧ୍ୟମିକ ଶିକ୍ଷା ପରିଷଦର ନିର୍ବାଚିତ ଅନ୍ୟ ଯେକୌଣସି ଇଂରାଜୀ ପାଠ୍ୟପୁସ୍ତକ ଠାରୁ ଏଇ ପୁସ୍ତକଟି ସ୍ୱତନ୍ତ୍ର ଧରଣର। ଏ ବହିଟି ଖୋଲିବାମାତ୍ରେ ତୁମେମାନେ ଏହା ଜାଣିପାରିବ।

୨। ଏହା କାହିଁକି ସ୍ୱତନ୍ତ୍ର ସେ ସମ୍ପର୍କରେ ଆମେ ଆଲୋଚନା କରୁଛୁ।

୩। ଆଗେ ତୁମମାନଙ୍କଠାରୁ କମ୍ ବୟସର ପିଲାମାନେ ଇଂରାଜୀ ପଢ଼ା ଆରମ୍ଭ କରୁଥିଲେ, ଏକଥା ତୁମେମାନେ ଜାଣ। ସେମାନେ ଖୁବ ଛୋଟ ଥିଲେ ଓ ସବୁସମୟରେ ପଢ଼ିବା ପାଇଁ ଶିକ୍ଷକଙ୍କ ଉପରେ ନିର୍ଭର କରୁଥିଲେ। ଆମେମାନେ ଅନୁଭବ କରୁଛୁ ଯେହେତୁ ତୁମେମାନେ ସେମାନଙ୍କଠାରୁ ବୟସରେ ବଡ଼ ସେହି ହେତୁ ତୁମେମାନେ ଅଧିକ ଉତ୍ସାହ ଆଗ୍ରହରେ ଇଂରାଜୀ ଶିଖି ପାରିବ ଓ ସ୍କୁଲରେ ତୁମମାନଙ୍କ ପକ୍ଷରେ ଇଂରାଜୀ ପଢ଼ିବା ଆନନ୍ଦଦାୟକ ହେବ। ସଂକ୍ଷେପରେ କହିବାକୁ ଗଲେ ଆମେମାନେ ତୁମମାନଙ୍କର ପାଠପଢ଼ା ପ୍ରଣାଳୀକୁ ଏପରି ମନମୁଗ୍ଧକର କରିଛୁ ଯାହା ଫଳରେ ତୁମେମାନେ ସହଜରେ ଇଂରାଜୀ ପଢ଼ିପାରିବ ଓ ଇଂରାଜୀ ଯଥାଶୀଘ୍ର ବ୍ୟବହାର କରିପାରିବ।

୪। ଏ କ୍ଷେତ୍ରରେ କୃତକାର୍ଯ୍ୟ ହେବା ପାଇଁ ଆମେମାନେ ତୁମମାନଙ୍କ ଉପରେହିଁ ନିର୍ଭର କରୁଛୁ। ତୁମମାନଙ୍କ ଶିକ୍ଷକ ସବୁବେଳେ ତୁମମାନଙ୍କୁ ସାହାଯ୍ୟ କରିବାକୁ ରହିଛନ୍ତି। କିନ୍ତୁ ତୁମ ପ୍ରତ୍ୟେକଙ୍କ ପାଇଁ ସେ ବେଶି ସମୟ ଦେଇ ପାରିବେ ନାହିଁ। ତେଣୁ ଏ କ୍ଷେତ୍ରରେ ତୁମେମାନେହିଁ ନିଜେ ନିଜକୁ ସାହାଯ୍ୟ କରିବ।

୫। ତୁମେମାନେ ଜାଣିବ ଯେ ପାଠ୍ୟପୁସ୍ତକର ଦ୍ୱାଦଶ ଅଧ୍ୟାୟଟି ହେଉଛି ତୁମମାନଙ୍କ ପାଇଁ ପ୍ରଥମ ଅଧ୍ୟାୟ। ଏହାର କାରଣ ହେଉଛି ଯେ ୧୧ଟି ଅଧ୍ୟାୟ ତୁମେମାନେ ମୁହେଁ ମୁହେଁ ତୁମମାନଙ୍କ ଶିକ୍ଷକଙ୍କ ସହାୟତାରେ ପଢ଼ିବ। ଏହା ଫଳରେ ଦ୍ୱାଦଶ ଅଧ୍ୟାୟ ପାଖରେ ପହଞ୍ଚିଲା ବେଳକୁ ତୁମେମାନେ ବହିଟିକୁ ପଢ଼ିବାକୁ ସକ୍ଷମ ହୋଇ ପାରିବ।

୬। ତୁମେମାନେ ଦେଖିବ, ମୌଖିକ ପଢ଼ା ଭଲ ଭାବରେ ହୋଇଥିଲେ ବହିର ପ୍ରଥମ ୬ଟି ଅଧ୍ୟାୟ ଖୁବ୍ ସହଜରେ ପଢ଼ି ପାରିବ। ଏଇ ୬ଟି ଅଧ୍ୟାୟ ୧୧ଟି ମୌଖିକ ଅଧ୍ୟାୟର ଦ୍ୱିତୀୟ ପଢ଼ା ଛଡ଼ା ଆଉ କିଛି ନୁହେଁ।

୭। ତୁମେମାନେ ଯେତେ ଚଞ୍ଚଳ ଇଂରାଜୀ ପଢ଼ି ପାରିବ ତୁମମାନଙ୍କୁ ଏ ପାଠ ସେତେ ଖେଳ ଖେଳିବା ଭଳି ମନେ ହେବ। ତୁମେମାନେ ଯେତେଦୂର ସମ୍ଭବ, ନିଜେ ନିଜେ ଇଂରାଜୀ ଶବ୍ଦ ବ୍ୟବହାର କରି ଜଟିଳ ଓ ଦ୍ୱନ୍ଦ୍ୱମୂଳକ ପ୍ରଶ୍ନଗୁଡ଼ିକର ସମାଧାନ କରିବ। ତୁମେମାନେ ଜାଣି ନଥିବା ଶବ୍ଦର ଅର୍ଥ ବୁଝିବାକୁ ଶିକ୍ଷକଙ୍କ ସାହାଯ୍ୟ ନେବ ଏବଂ ପ୍ରୟୋଜନବୋଧରେ ତାଙ୍କୁ ବ୍ୟାକରଣ ପ୍ରଶ୍ନ ମଧ୍ୟ ପଚାରିବ। କିନ୍ତୁ ଏଥିପାଇଁ ମୁଖ୍ୟତଃ ତୁମମାନଙ୍କର ଉଦ୍ୟମ ଓ ଉତ୍ସାହ ରହିବା ଦରକାର।

୮। ବର୍ଷକ ମଧ୍ୟରେ ୫୦ଟି ଅଧ୍ୟାୟର ପାଠ ତୁମମାନଙ୍କୁ ଗୋଟି ଗୋଟି କରି ଶେଷ କରିବାକୁ ହେବ। କୌଣସି ପଢ଼ା ବାକି ରହିଲେ ଘରେ ତାକୁ ଅବଶ୍ୟ ଶେଷ କରିବାକୁ ହେବ। ବହିର ଶେଷ ଆଡ଼କୁ କେତେକ ବଡ଼ ବଡ଼ ଅଂଶ ତୁମମାନଙ୍କୁ ପାଟି କରି ଓ ପାଟି ନକରି ପଢ଼ିବାକୁ ଦିଆଯିବ ଏବଂ ପୁଣି କେତେକ ଅନୁଶୀଳନୀ କାର୍ଯ୍ୟ ମଧ୍ୟ କରାଯିବ। ଏହାଛଡ଼ା ସ୍ପଷ୍ଟ ଓ ପରିଷ୍କାର ଭାବରେ ଲେଖି ଶିଖିବା ମଧ୍ୟ ତୁମମାନଙ୍କର ମୁଖ୍ୟ ଉଦ୍ଦେଶ୍ୟ ହେବା ଉଚିତ।

୯ । ଆମର ଲକ୍ଷ୍ୟ ହେଉଛି ତୁମରି ସାହାଯ୍ୟରେ ତୁମକୁ ପଢ଼ାଇବା । ପଢ଼ିବାକୁ ତୁମେମାନେ ଆନନ୍ଦ ପାଇବ । କାରଣ ଏହା ଗତାନୁଗତିକ ପାଠ ନହୋଇ ଥିବାରୁ ବହି ଭିତରେ ପ୍ରବେଶ କଲେ ତୁମେମାନେ ଆପେ ଆପେ ଇଂରାଜୀ ଶିଖି ପାରିବ । ତୁମେମାନେ ଅଧିକ ପଢ଼ା କାମ କରିବାକୁ ଆଗ୍ରହୀ ହେବ । ଫଳରେ ତୁମେମାନେ ଅଧିକ ଇଂରାଜୀ ଜ୍ଞାନ ଆହରଣ କରିବାକୁ ସକ୍ଷମ ହେବ ।

୧୦ । କୌଣସି ନୋଟ୍ ବହିର ସାହାଯ୍ୟ ନେବ ନାହିଁ । ଜ୍ଞାନ ଅର୍ଜନ କ୍ଷେତ୍ରରେ ଏହା ତୁମମାନଙ୍କର ସହାୟକ ହେବ ନାହିଁ ।

୧୧ । ସବୁ ପଢ଼ା କାମ ତୁମେମାନେ ପେନ୍‌ସିଲରେ କରିବ । କାରଣ ତୁମମାନଙ୍କ ପଢ଼ା ଶେଷ ହେଲେ ତାକୁ ଲିଭାଇ ଦେଇ ହେବ । ଏହାଦ୍ୱାରା ପଢ଼ା ବହିଟି ପରିଷ୍କାର ରହିବ ଓ ପରେ ତୁମମାନଙ୍କ ଭାଇ ଭଉଣୀମାନେ ଏହାକୁ ବ୍ୟବହାର କରିପାରିବେ ।

୧୨ । ବର୍ତ୍ତମାନ ପ୍ରଥମ ଅଧ୍ୟାୟଟି ପଢ଼ି ଆନନ୍ଦ ପାଇବାକୁ ବହିର ପୃଷ୍ଠାଟି ଖୋଲ । ଆମର ଦୃଢ଼ ବିଶ୍ୱାସ ଯେ ଷଷ୍ଠ ଶ୍ରେଣୀ ଶେଷ ହେଲା ବେଳକୁ ତୁମେମାନେ ସହଜରେ ଓ ଠିକ ଭାବରେ ଇଂରାଜୀ ପଢ଼ି ପାରିବ, ଲେଖି ପାରିବ ଓ ଓ କହି ପାରିବ । ସତରେ, ଏହା କେତେ ମଜାର କଥା ! ଏ ଆନନ୍ଦ କେବଳ ତୁମର ନୁହେଁ, ଆମର ମଧ୍ୟ । ଆମେ ସମସ୍ତେ ତୁମମାନଙ୍କର ସଫଳତା କାମନା କରୁଛୁ । ତେଣୁ ଆସ, ଆମେମାନେ ଏକାଠି ମିଶି ଉଦ୍ୟମ କରିବା । ଈଶ୍ୱର ମଙ୍ଗଳ କରନ୍ତୁ ।

CONTENTS

Lesson — 12

Letters And Words

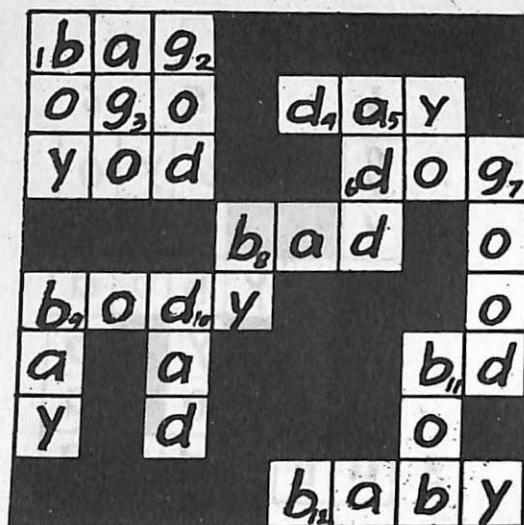
1. Read the letters across the rows — 1, 2, 3

	4			5		6
1	g	d	b	a	y	o
	y	■	■	g	■	y
2	o	g	y	b	a	d
	d	■	■	y	■	b
	b	■	■	o	■	a
3	a	b	o	d	y	g

2. Now read the letters down the rows — 4. 5. 6
3. Read these big letters across the rows — 7. 8. 9
   Then read them down the rows — 10. 11. 12

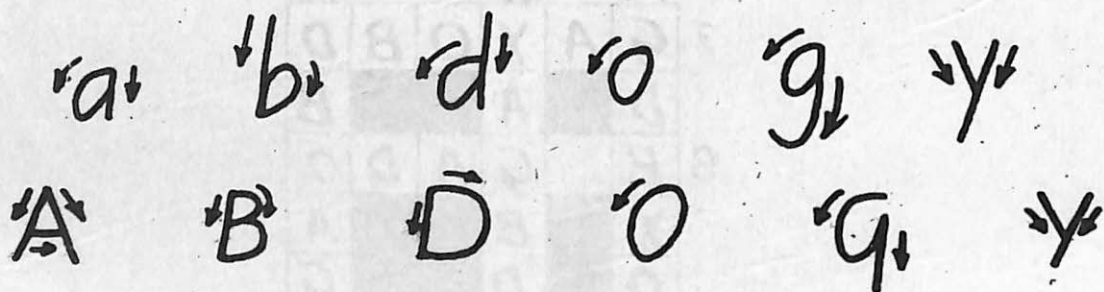
4. Match these letters. Put the number on top.
   Look at number 1 first.

1.	g	d	7.	B	A	13.	B	a
2.	o	a	8.	Y	D	14.	O	d
3.	d	o	9.	A	B	15.	Y	b
4.	a	b	10.	D	G	16.	G	o
5.	b	y	11.	G	O	17.	A	y
6.	y	g [1]	12.	O	Y	18.	D	g

5. Read these words with your teacher.

6. Learn the meanings. Your teacher will help you.

7. Write these letters in your exercise book.

a b d o g y

A B D O G Y

8. Write the words from the puzzle.

bag god go day add good dog

bad body dad bob baby bay

Lesson — 13
Letters And Words

1. Read the letters across and then down.

c	e	u	p	r	s
r					e
u					c
p	e	r	c	s	u
c					p
s					r

2. Read the big letters across and then down.

S	R	P	U	C	E
C					S
E					C
R	S	P	C	E	U
P					R
U					P

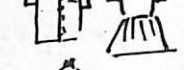
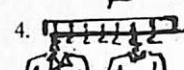
3. Match these letters. Put the number on top.
Look at number 1 first.

1.	s	c	1.	R	S	7.	C	p
2.	e	u	2.	S	E	8.	R	s
3.	c	s[1]	3.	P	U	9.	P	c
4.	u	e	4.	C	R	10.	U	e
5.	p	r	5.	E	P	11.	S	r
6.	r	p	6.	U	C	12.	E	u

4. Read these words across and down. Your teacher will help you if necessary.

Across: 1. 3. 7. 9. 11. 12. 13.

Down: 1. 2. 3. 4. 5. 6. 8. 10.

e 1	a	r 2	■	c 3	u	p 4	■
y	■	o	■	a	■	e	a 5
e	■	d	■	p	■	g	s
■	c 6	■	■	■	■	■	s
■	r 7	e	a	d	■	■	■
b 8	y	■	c 9	a	r	■	b 10
u	■	a	■	■	b 11	e	e
g 12	a	s	■	s 13	e	e	d

5. Read the numbers in it.
6. Give the meanings of the words in your mother tongue. Look at the pictures. Your teacher will also help you.
7. Write these letters in your exercise book.

8. Write these words from the puzzle.

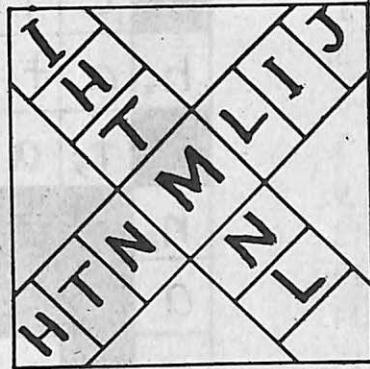
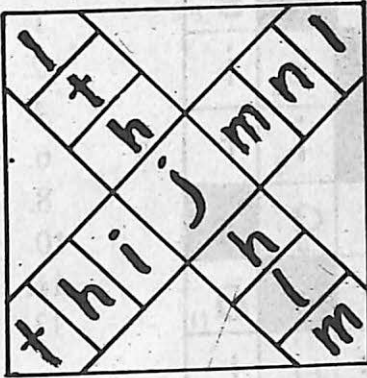
ear cup read car bee gas eye

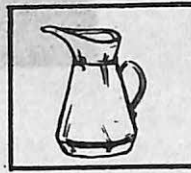
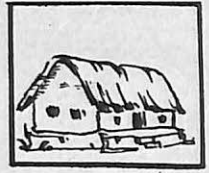
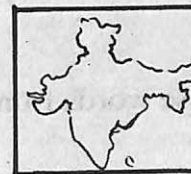
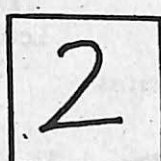
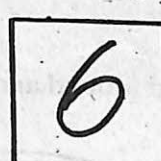
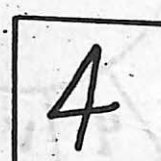
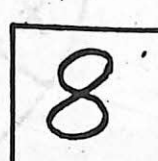
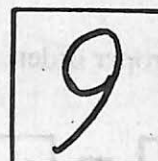
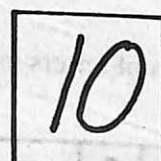
rod seed cap peg ass cry

bug bed

Lesson — 14

Letters And Words

1. Read these letters across.

2. Find these letters in the words. Read the words. Your teacher will help you.

a bell	a hen	an ant	a tent	a jug	a hut
a man	a mat	a lamp	a girl	India	a bird
a goat	a mango	a pig	a nose	a jungle	a lion

3 (i) Read these words :

(ii) Give the meanings in your mother tongue.

4. Write these letters in your exercise book.

F V W X Q Z K

f v w x q z k

5. (i) Write these too : a b c d e f g h i j k l m
n o p q r s t u v w x y z

(ii) Write the capital letters.

6. Write these words in your exercise book.

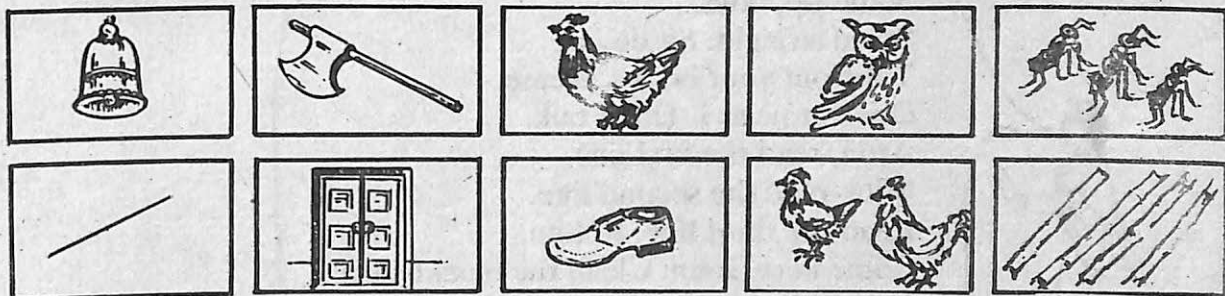
five axe two six queen yoke seven
vest wool X-ray kite zip queue
one three eight fish nine ten frog

Lesson — 16

Words And a Rhyme

1. Read this aloud. Don't point and read. Look and read.

One, two,
Put on your shoe.
Three, four,
Shut the door.
Five, six,
Pick up sticks.
Seven, eight,
Lay them straight.
Nine, ten,
Say it again.

2. Read the words. Find these in the pictures. Write in your exercise book.
Example : 8 — a shoe
a shoe, a door, ants, a hen, a straight line, four sticks, two hens, an axe, an owl, a bell

3. Complete these words. Write in your exercise book.
Example : 1 — a nose.

a n_se

t_o _yes

th_ee b_ys

f_ur g_rls

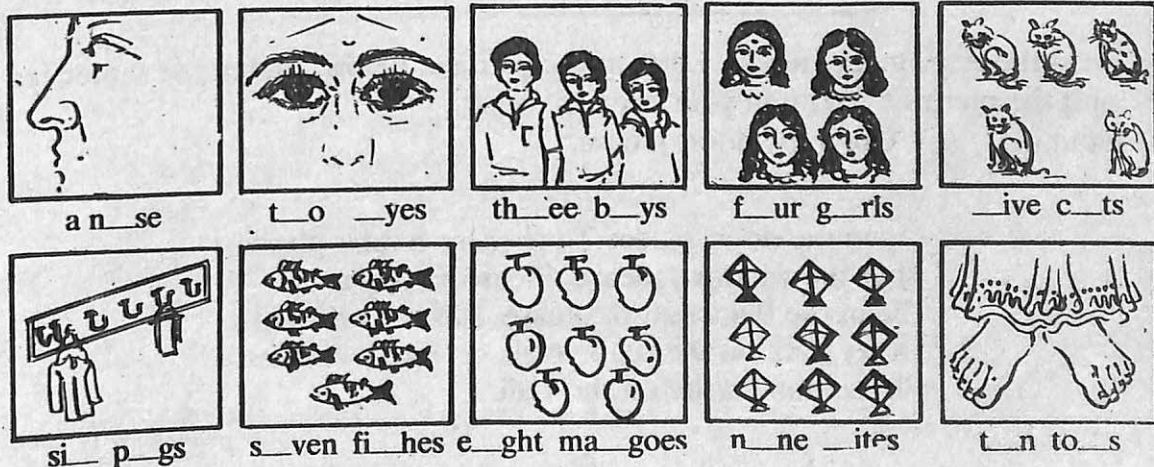
_ive c_ts

si_ p_gs

s_ven fi_hes

e_ght ma_goes

n_ne _ites

t_n to_s

4. Read and draw. Don't ask your teacher :
   Draw a mat. Draw a cat on the mat. Draw a girl on the right.
5. Read and write. Don't ask your teacher.
   (i) Write your name in Bengali. Write your father's name. Write it below your name.
   (ii) Now write your name in English. Your teacher will help you. Use capital (big) letters. Example : Mita Sen

Lesson — 17
A Classroom

1. Read aloud. Don't point and read. Look and read.

Stand up, boys.
Stand straight. Sit down.
Take out your books, please.
Open at page 1. Don't talk.
Arun, read the first line.
Mita, read the second line.
Read the third line, Rohim.
Come here, John. Clean the blackboard.
Now write your name.
Thank you.

2. Read these sentences aloud. Look at the pictures below. Match the sentences with the pictures. Write in your exercise book.
   Example : (i) Open the door, please.

Open the door, please. Take these books, please.
Shut the window, please. Please sit down.
Clean the blackboard, please. Please come here.
Don't walk on the road. Walk on the pavement.
Please don't write on the wall.

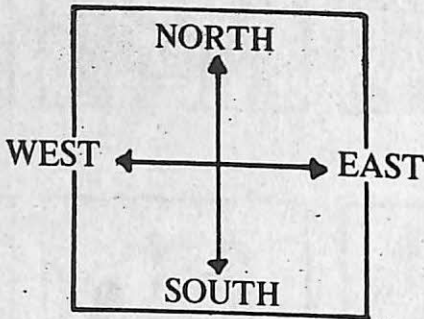
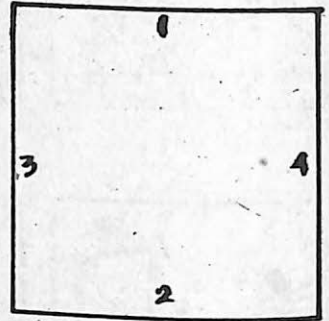
3. Look at 1. Read aloud.
   - (i) Read the fourth sentence.
   - (ii) Read the eighth sentence.
   - (iii) Read the sixth sentence.
   - (iv) Read the fifth sentence.
   - (v) Read the seventh sentence.
   - (vi) Read the tenth sentence.
   - (vii) Read the ninth sentence.

4. Give the plural of

girl	boy	toe	peg	mango
kite	cat	nose	eye	fish

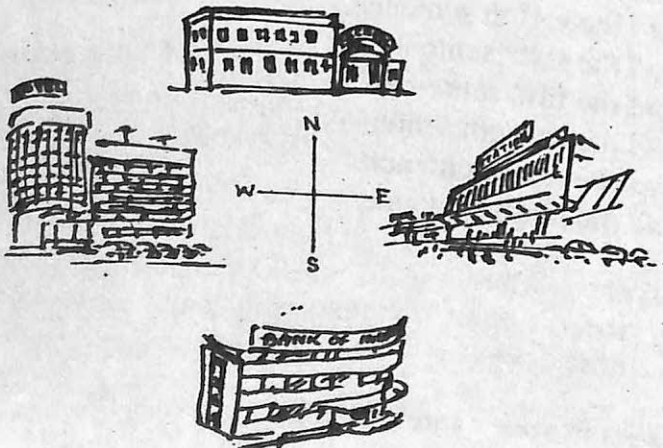
5. Write the answers in your exercise book.

Lesson – 18
Draw Maps

Look at the first picture. Read the words with your teacher :

A

B

1. Now read and draw in B.
   (i) Join 1 and 2.
   (ii) Write North above 1.
   (iii) Write South below 2.
   (iv) Join 3 and 4.
   (v) Write East to the right of 4.
   (vi) Write West to the left of 3.
   Show your drawing to your teacher.

2. Complete these sentences and read aloud.
   (i) 1 is opposite ________.
   (ii) 3 is opposite ________.
   (iii) North is opposite ________.
   (iv) East is opposite ________.

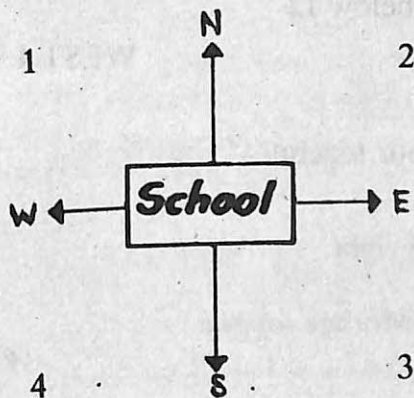
3. Look at this picture and read the words :

(i) Draw a road from the school to the bank.
(ii) Draw another road from the hotel to the station.
(iii) Write 'O' at the crossing of the roads.
(iv) Write 'Park' inside 'O'.

Show your drawing to your teacher.

4. Write the words north or south or east or west in the blanks :
   (i) The bank is to the ________ of the park.
   (ii) The station is to the ________ of the park.
   (iii) The school is to the ________ of the park.
   (iv) The hotel is to the ________ of the park.
5. (i) Make a list of the doing words (Verbs) used so far.
   Example : write, join, listen.
   (ii) Make a list of the Nouns. Example : station, hotel, map.

Lesson – 19

Directions

1. Read, look and draw.

(i) (a) Draw a road from the school to 1.
    (b) Write 'HOSPITAL' at the end of the road.
(ii) (a) Draw a road from the school to 2.
    (b) Write 'POST OFFICE' at the end of the road.
(iii) (a) Draw a road from the school to 3.
    (b) Write 'MARKET' at the end of the road.
(iv) (a) Draw a road from the school to 4.
    (b) Write 'BUS STOP' at the end of the road.

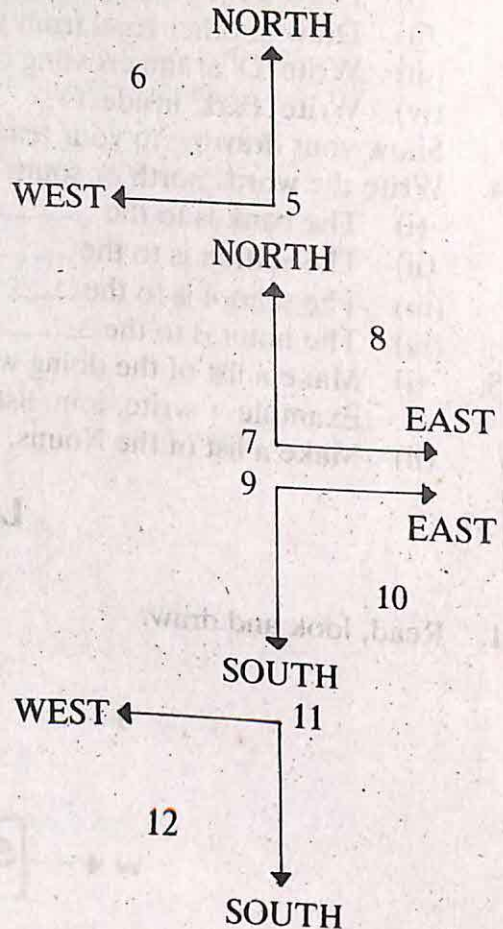
Show your drawing to your teacher.

2. Read and draw.
   (a) Join 5 and 6
   Write the direction above 6

   (b) Join 7 and 8
   Write the direction above 8

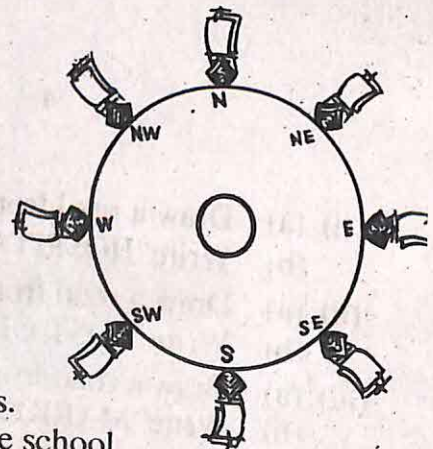
   (c) Join 9 and 10
   Write the direction below 10

   (d) Join 11 and 12
   Write the direction below 12

NORTH
6
WEST 5
NORTH
8
7 EAST
9
EAST
10
SOUTH
WEST 11
12
SOUTH

Show your drawing to your teacher.

3. Look at the figure on the right.
   Fill in the blanks.

	English		Mother tongue
N =	North	=	________
S =	________	=	________
E =	________	=	________
W =	________	=	________
NE =	________	=	________
SE =	________	=	________
SW =	________	=	________
NW =	________	=	________

N
NW
NE
W
E
SW
SE
S

4. Now look at the first figure and fill in the blanks.
   (i) The ________ is to the north-west of the school.
   (ii) The post-office is ________________ school.
   (iii) The ________ is ________ south-east ________ school.
   (iv) The bus-stop ________________________ school.

5. Read out these sentences to a friend slowly. Check his drawing.

(i) Listen and draw.

(ii) Draw a house

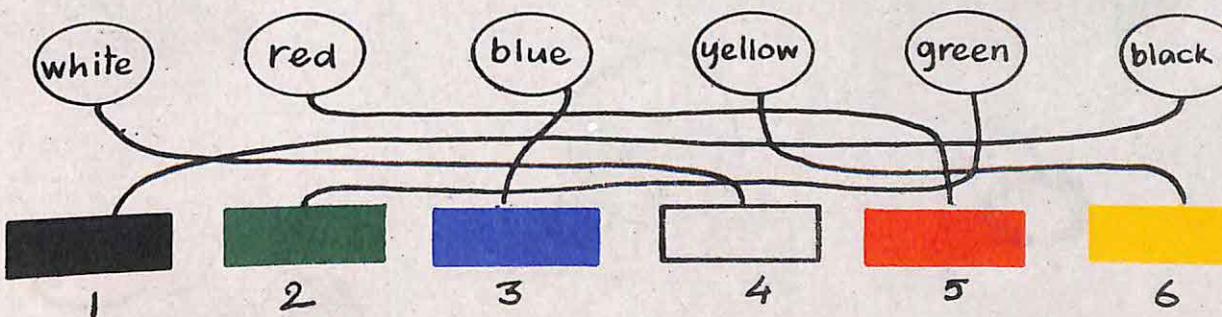
(iii) Draw a tree to the north-east of the house.

(iv) Draw the sun to the north of the house.

(v) Draw a pond to the south-west of the house.

(vi) Draw two men under the tree.

Lesson – 20
Colours

1. Oral work :

Pair work

(i) Find the names of the colours. Follow the lines. Begin like this — — Number 1 is black. Number 2 .... Go on till 6.

(ii) Answer these questions :

(a) What colour is the sky ?

(b) What colour are the clouds ?

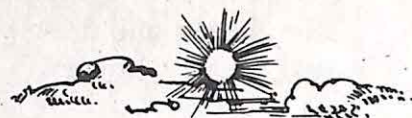
(c) What colour are leaves ?

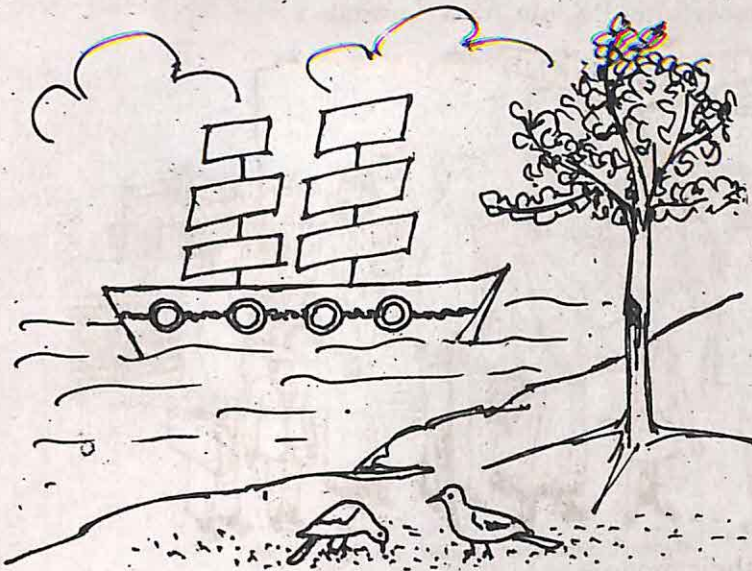
(d) What colour is blood ?

(e) What colour is your ink ?

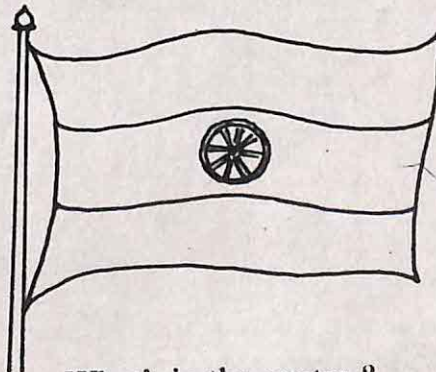
(f) What colour is your hair ?

(g) What colour is milk ?

(h) What colour are bananas ?

2. Draw these in your exercise books and colour them. Lebel the colours.

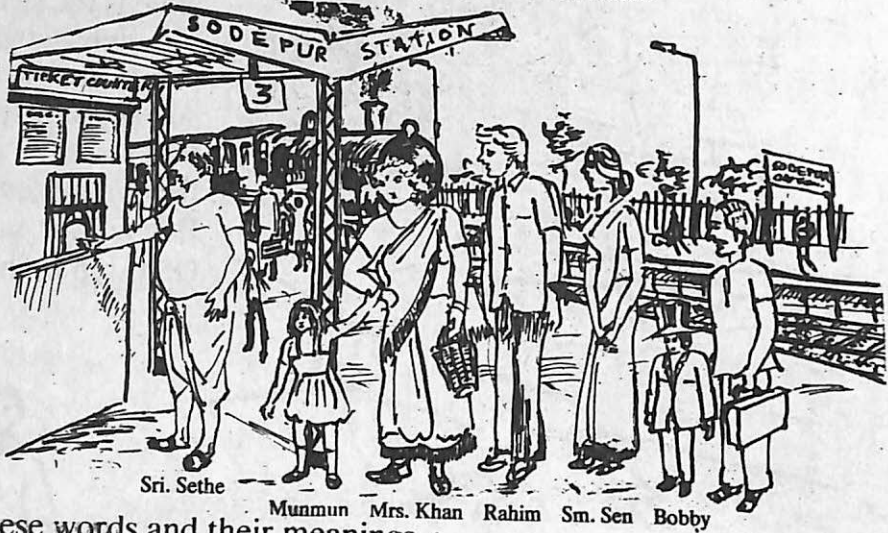
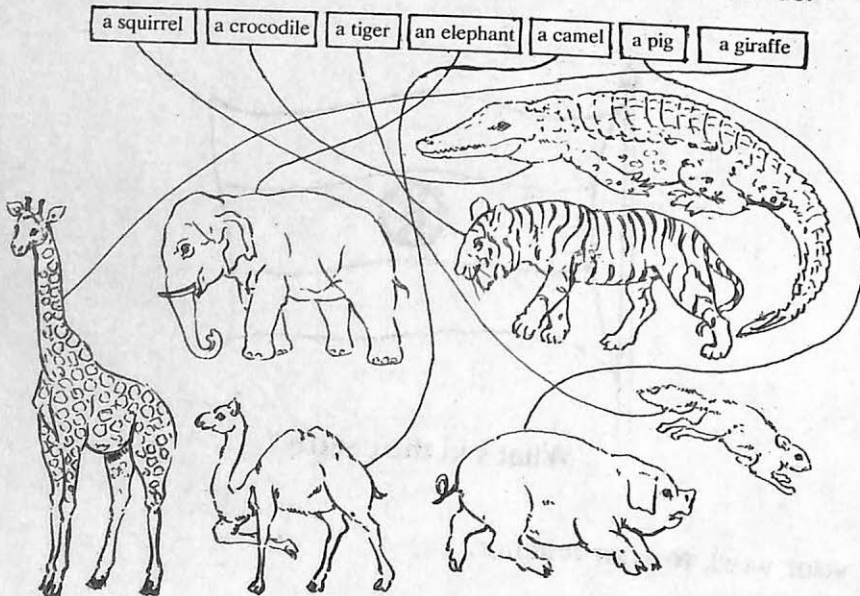
3. Read the sentences and colour the pictures. Draw the pictures in your book.

Blue is the sea,
Green is the grass,
White are the clouds,
As they slowly pass.
Black are the crows,
Brown are the trees,
Red are the sails,
Of a ship in the breeze.

4. Rahim and Masuma have school uniforms.
Colour their clothes, shoes, bags, and hair. Label them.

5. Colour our flag. Name the colours. Do it in your exercise book.

What's in the centre ?

Show your work to your teacher.

Lesson – 21

Describing People And Animals

1. Learn these words and their meanings :
   fat, thin, tall, short, big, small, long, curly, straight, young, dhoti, sari, shirt, trousers, frock, handsome, vest.
2. Now look at the picture and describe the people.
   Example : Bobby is a small boy and has a big hat on. He is wearing a coat and (a pair of) trousers.
   Say it to your teacher first. Then say it to your partner.
3. Write seven descriptions in your exercise book.
4. Find these animals. Follow the lines. Learn to say these words.

5. (i) Read these words and learn their meanings.
strong, sharp, bushy, large, claws, tusks, stripes, spots, fierce, trunk.

(ii) Now describe these animals.

(a) The pig is a short and fat animal. It has short legs and a small curly tail.

(b) The squirrel is a ________, grey animal. It has sharp teeth and a ________ tail.

(c) The giraffe ________ ________ animal. It has a ________ neck and ________ on its body.

(d) The ________ is a big animal. It has large ears and a long ________ and ________. It has ________ legs and a ________ tail.

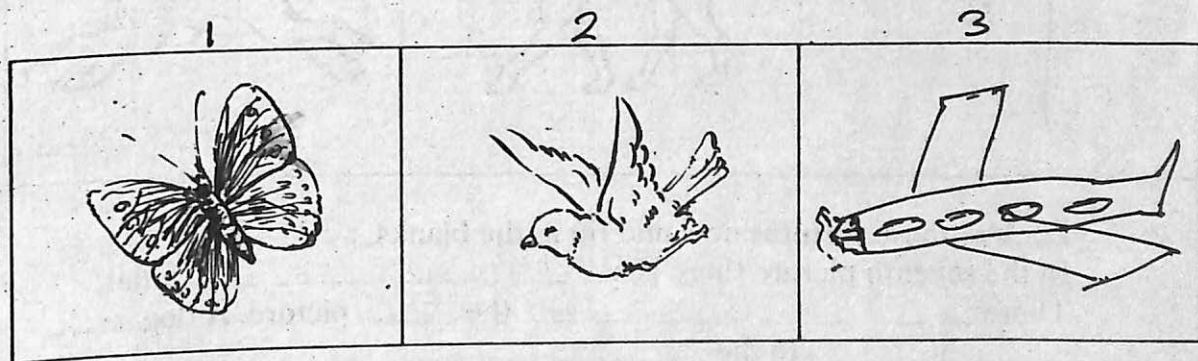
(e) The tiger has black ________ on its yellow body. It is a ________ animal. It has sharp ________.

(f) The camel is a ________ ________. It has ________ ________ legs and a hump on its back.

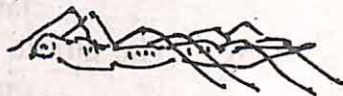
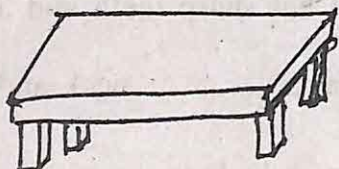
(g) The crocodile has a ________ mouth and ________ teeth.

6. Learn the spellings of the new words.

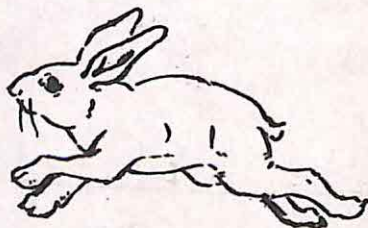
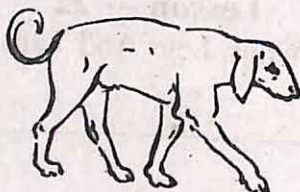
Lesson – 22

Wings, Legs And Tails

(a) Look at the pictures and read the sentences :
There is a butterfly in the first picture. It has wings.
In the second picture, there is a bird. A bird also has wings.
In the third picture, there is an aeroplane. Has it wings ? Yes, it also has wings.

(b) Now look at the fourth, fifth and sixth pictures and fill in the blanks :

4 5 6

There is ______ ______ in ______ ______ ______. A table has ______.
In the ______ ______, there ______ ______ ______. He also ______
______. In the ______ ______, ______ ______ ______ mosquito.
Has ______ ______ ? ______, ______ ______ ______.

(c)

7 8 9

Look at these pictures now and fill in the blanks :
In the seventh picture there is a ______. ______ ______ ______ a tail.
There ______ ______ ______ ______ the ______ picture. A dog ______
______ a ______. In the ______ ______, ______ ______ ______ ______.
Has ______ ______ ______ ? ______, ______ ______ ______ short tail.

2. (a) Read :

The dog has four legs, but the bird has two. The bird has wings, but the dog has no wings. The dog has a tail and the bird also has a tail, but it is different. The bird flies, but the dog walks and runs. The bird also walks.

(b) Now write a few sentences about the rabbit and the monkey. Use but, and, ear, tail, long, short, live, hole, tree.

Show it to your teacher. Read it to your friend.

3. Describe the cat and the dog to your partner.

4. (a) Study Subject – Verb agreement

Person	Singular (Subject)	Verb	Plural (Subject)
1	I	have	We/Ram and I
2	You	have	You
3	He/Ram, She/Mita, It/A bird	has	They/The boys

Person	Singular	Verb	Plural (Subject)
1	I	swim	We/Ram and I
2	You	swim	You
3	He/Ram, She/Mita, It/A bird	swims	They/The boys

Person	Singular (Subject)	Verb	Plural (Subject)
1	I	am	We, Ram and I
2	You	are	You
3	He/Ram, She/Mita, It/A bird	is	Those/They/These/The boys

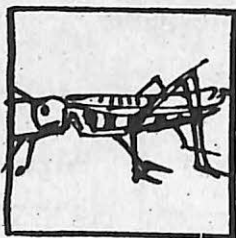
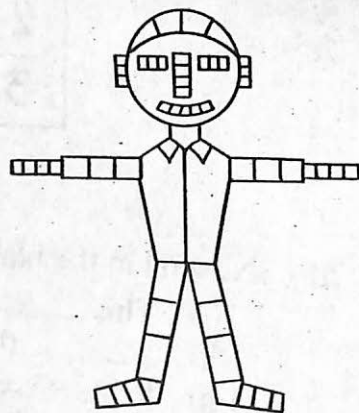
(b) Now fill in the blanks with have, has, is, are, am, play, plays.

(i) This ________ the eleventh lesson.
(ii) ________ the frog a tail ? No, it ________ no tail.
(iii) I ________ eleven and I ________ in class VI.
(iv) This book ________ one hundred pages.
(v) Sun flowers ________ yellow.
(vi) Birds ________ wings.
(vii) Mosquitoes ________ six legs.
(viii) They ________ wings too.
(ix) Rahim ________ football.
(x) His friends also ________ football.

W.B.B.E., V.E. LIBRARY

Lesson — 23

What Are These ?

1. Look at these insects. There are ants, a grasshopper, bugs, a bee, a mosquito and a cockroach. Label them.

2. All insects have six legs. There are three parts in an insect's body — the head, the thorax and the abdomen. All the legs come from the thorax. Most insects have wings but most ants do not have wings.
What insect is this ? Label the head, thorax, abdomen, legs and wings.

3. Label the different parts of the human body.
Choose words from here :
leg, hand, head, arm, foot, eye, ear, nose, mouth.
4. Play a game with your partner. Say — Show me your legs. Show me your arms. Ask him/her to show three parts. Then your friend will ask you to show three other parts. Use these words, too — waist, chin, finger(s), toe(s), ankle(s), knee(s), elbow(s), neck, tongue, teeth, face, cheek(s).

5. Read.

(a) This is a butterfly. It has four wings. They are pretty. There are many colours in it. It flies from flower to flower and collects honey. It has three pairs of legs. There are three parts in its body. It lays eggs on leaves.

(b) Now write something about the mosquito. Answer these questions. Has it wings ? Are they big and pretty ? Has it legs ? Describe its legs. Describe its body. Does it lay eggs ? Where ? (use stagnant or still water)

6. (i) Learn to use adjectives and describe men, birds, animals and insects.

Its legs are long/short.	=	It has long/short legs.
The wings are pretty.	=	It has pretty wings.
It has a yellow beak.	=	Its beak is yellow.

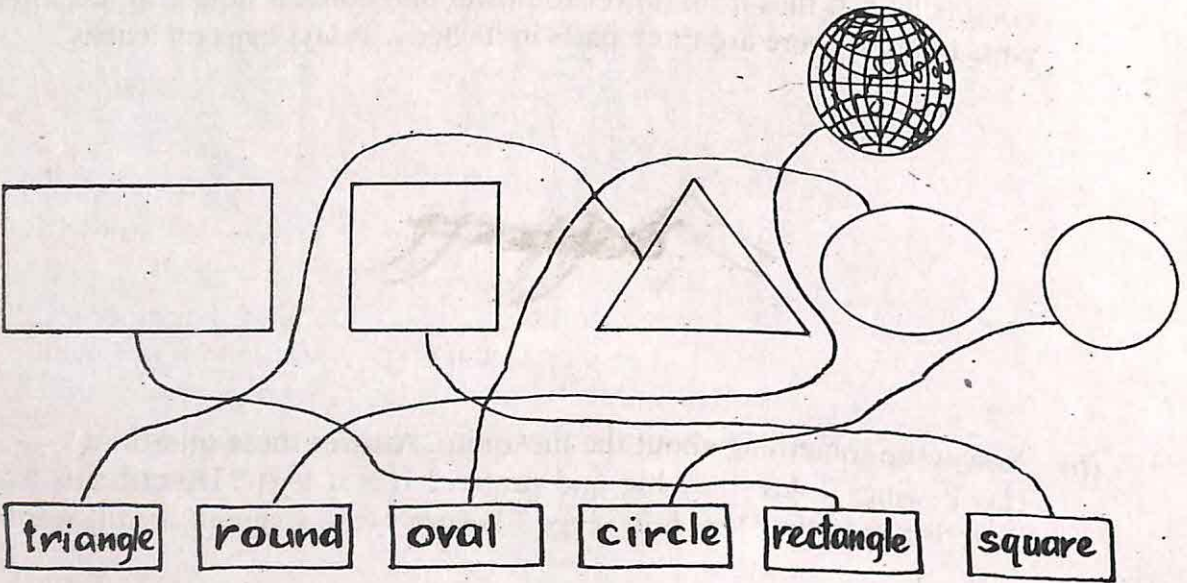
Pair Work

(ii) Now describe a rose. Use there are, pink, red, yellow, white, green, leaves, pretty, big, small, has, good, scent.

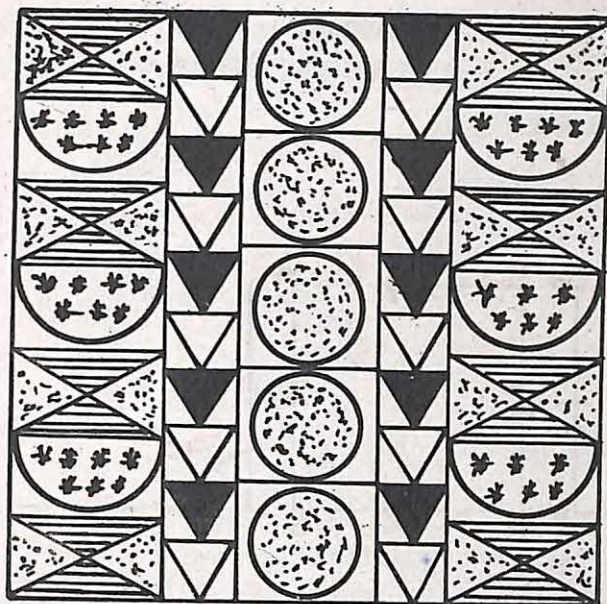
(iii) Say it first to your partner and then write it out at home. Say about the mosquito, too.

Learn

What's = What is   It's = It is

Lesson – 24
Shapes

1. Look at these shapes. Read the names of the shapes and find the shapes. Follow the lines. Show your teacher.

2. Answer these questions.
   (a) What is the shape of your classroom ? Measure and say.
   (b) What is the shape of the blackboard ?
   (c) What are the shapes of the doors and the windows ?
   (d) Find the Bengali words for all these shapes.

3.

Look at the patterns on the mat. Our grandmothers still make mats. They stitch small pieces of cloth together. These are of different colours and patterns . This mat has geometrical patterns. Fill in the gaps below and read the paragraph. It describes the patterns. Use these words : triangular, square, rectangular, circular, semi-circular.

In the middle there is a row of ________ and ________ patterns. On its right and left there are rows of ________ and ________ patterns. Next to these there are ________ , ________ and ________ patterns. It is a ________ mat.

4. What shape has each of the following. Study shapes and answer.

(i) The football ground.
(It has a rectangular shape).
or
(It is rectangular (in shape).

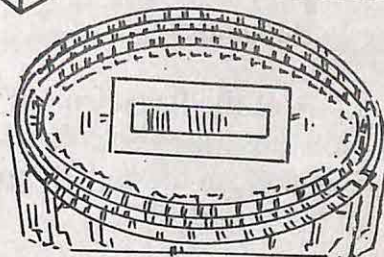
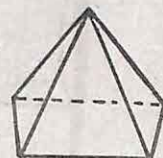
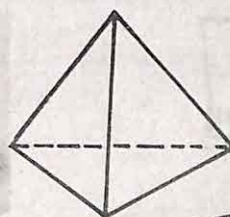
(ii) The pitch in the cricket ground.

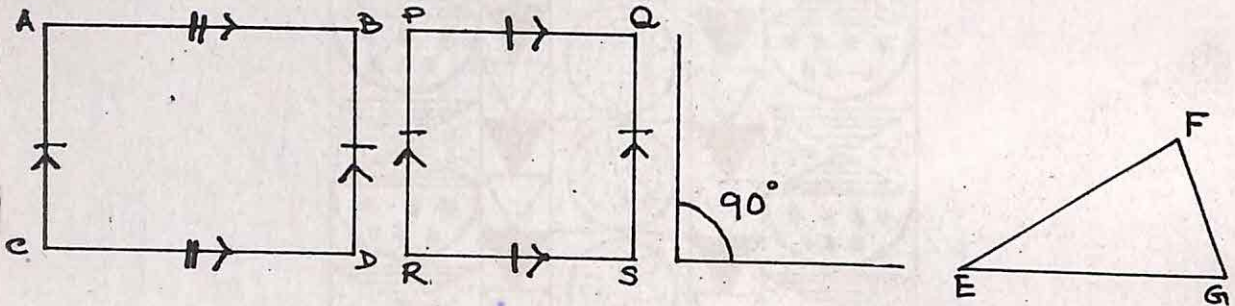
(iii) The base of these pyramids.

(iv) The sides of these pyramids.

(v) An egg. (vi) A rupee note. (vii) A 50 paise coin.

(viii) A 5 paise coin (use 'with rounded corners').

(ix) A stadium (x) The new moon.

Lesson – 25
Describing Shapes

1. Look at these figures.

(i) Put the names in the blank figures.

(ii) Read :

ABCD is a rectangle. A rectangle has four sides. It has four right angles. It has parallel sides. The opposite sides are equal.

2. Now write sentences about :

A square, A triangle

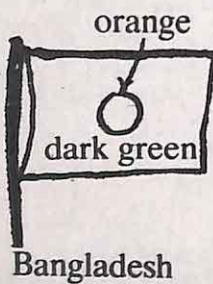
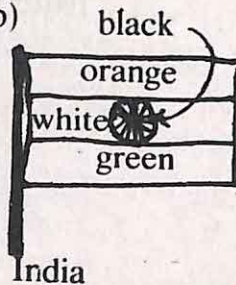
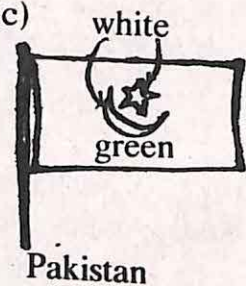
3. (a)

Bangladesh

(b)

India

(c)

Pakistan

(i) Look at the flags. Colour them.

(ii) Now describe the colours and patterns of the flags. One has been done.

(a) Bangladesh has a dark green rectangular flag. There is a big orange circle in the middle.

(b) ....

....

(c) ....

....

....

4. Give the plurals of these nouns. Pronounce them and put them in the columns :
rectangle, triangle, leaf, figure, face, ship, butterfly, grass, hump, square, circle, bus.

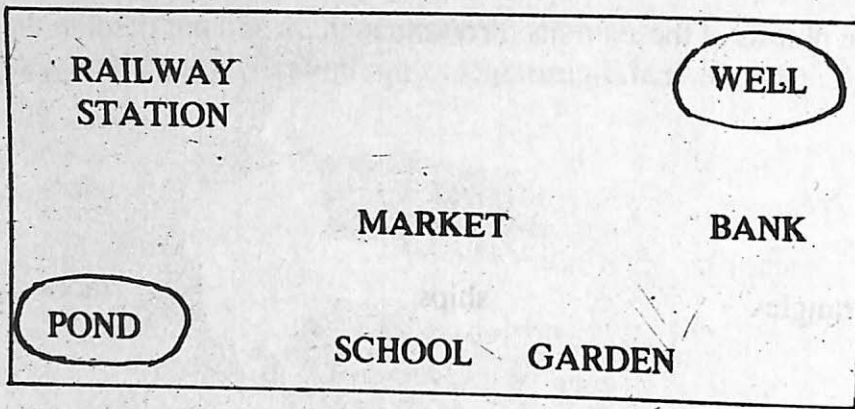
/z/	/s/	/iz/
rectangles	ships	faces

Lesson – 26
Giving Directions

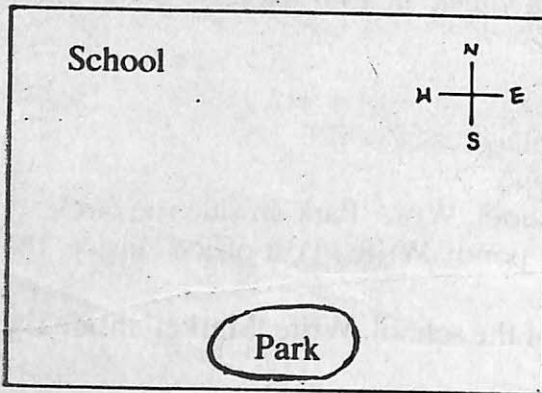
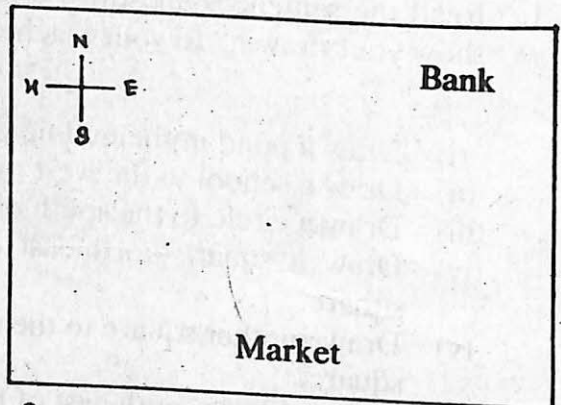
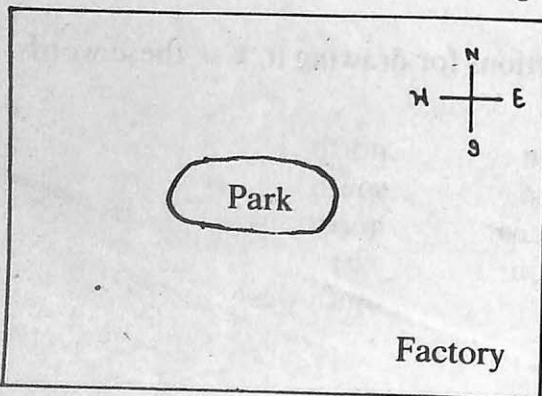
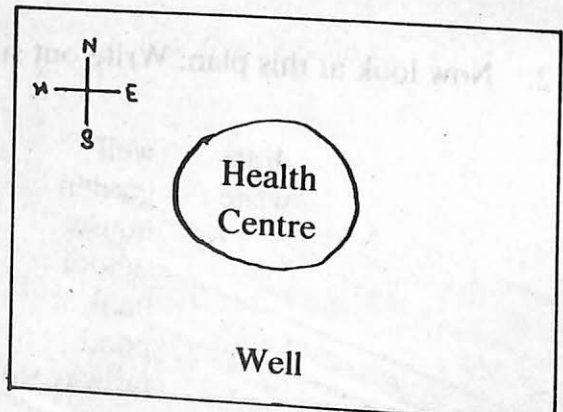
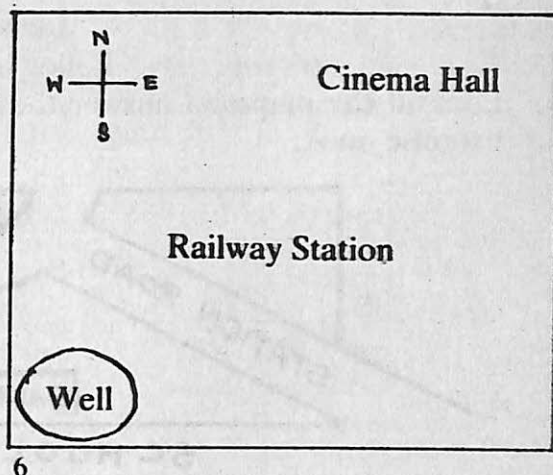
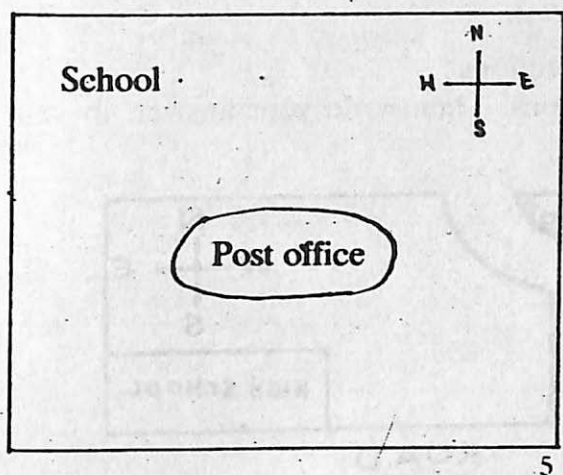
1. Read the sentences and draw a map of a village in your exercise book. Then show your drawing to your teacher.

   (i) Draw a pond in the middle of the village .
   (ii) Draw a school to the west of the pond.
   (iii) Draw a circle to the south of the school. Write 'Park' in side the circle.
   (iv) Draw a square north-east of the pond. Write 'Post-office' inside the square.
   (v) Draw another square to the north of the school. Write 'Market' inside the square.
   (vi) Draw a house south-east of the pond. Write 'Hospital' on it.

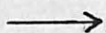
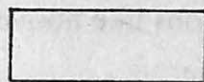
2. Now look at this plan. Write out six directions for drawing it. Use these words.

draw	well	in	north
write	garden	to	south
	house	near	north-east
	school	on	east
	bank		south-west
	pond		
	railway station		

Show your sentences to your teacher.

3. Now choose your partner. Work in pairs. Say two sentences for each plan. Look at picture (1) Say it like that. Write it in your exercise book. Number your answers.

1 2

Draw a square to the north of the park. Write school inside it.

3 4

Show your sentences to your teacher.

4. Say these with your teacher.

park	a	circle	well
market	the	bird	then
garden			

5. Learn

6. Copy

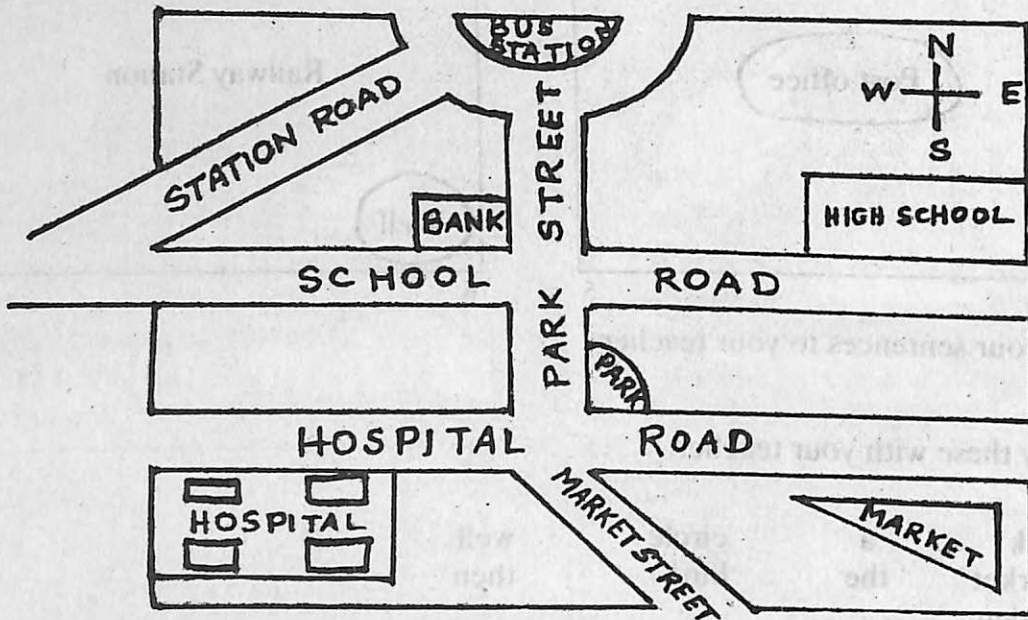
What are you doing?

I am learning to give directions

and to improve my handwriting.

Lesson – 27

Following Directions

1. Look at the map and answer the questions. Then write your answer in your exercise book.

(i) Name the roads on the map.
(ii) Name the road running south from the bus station.
(iii) Name the road running south-west from the bus station.

2. Ask questions like above. The answers are there.

(i) Name ______________ running ______________ bank.
Park Street
(ii) ______________ west ______________ park.
Park Street
(iii) ______________________ from Hospital Road.
Market Street

3. Follow these directions with your finger or the back end of your pencil.
(i) From the bus-station walk south-west up to School Road. Then turn east and walk up to Park Street. Don't cross Park Street. Stop !
(ii) From the park, walk north up to the crossing. Turn east. Walk to the end of the road. Stop !

(iii) From the market following Market Street. Walk north-west up to Hospital Road. Cross Hospital Road. Follow Park Street up to the crossing. Turn west and walk up to the next crossing.Turn north-east. Walk to the end of the road. Stop !

4. Choose your partner. Let him be at the bus station. Tell him the way to

   (i) the Bank

   (ii) the High School

   (iii) the Park

   (iv) the Hospital

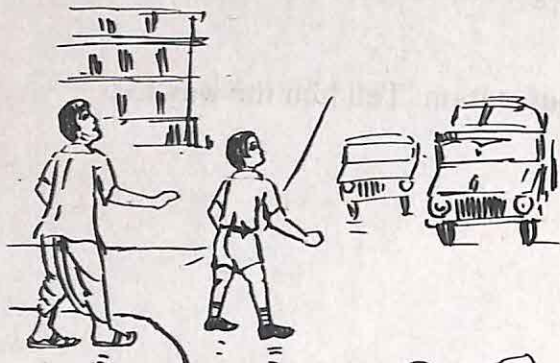
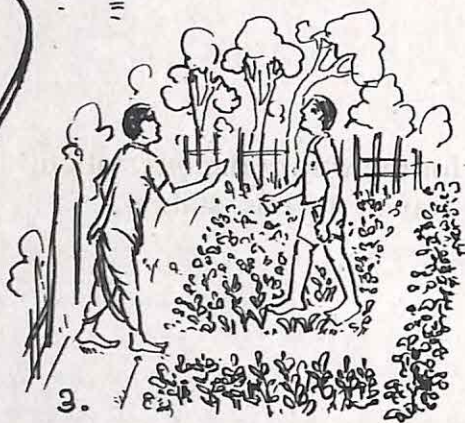
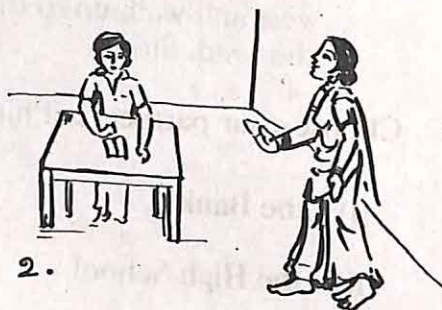
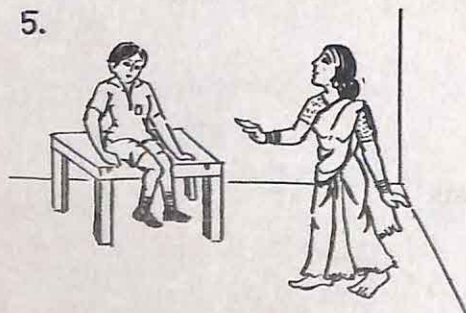
5. Now you are on Market Street. Ask for the way to the bus station.
   Say : Excuse me, please tell me the way to the bus station.
   Let your partner give the directions
   Say : Thank you.

Lesson — 28
Commands And Requests

1. Read the following aloud.

   Remember these —

   (i) Don't sit on the desk. Sit on the chair.
   (ii) Don't write in your textbook. Write in your exercise book.
   (iii) Don't look at the window. Look at the blackboard.
   (iv) Please don't walk on the grass in the garden. Walk on the path.
   (v) Please don't walk on the road. Walk on the pavement.
   (vi) Please don't run across the road. Look both ways. Then cross.

2. Now match the above commands and requests with the pictures.
Example : 1.(vi) Read out the sentence to your partner. Let your friend do the second one.

3. Fill in the blanks with these prepositions :
across, on, in, from, to into, at, of.
Then read the sentences to your partner.
   (i) Put this money ________ your purse.
   (ii) Walk ________ here ________ that tree.
   (iii) Write D ________ the bottom ________ line 2.

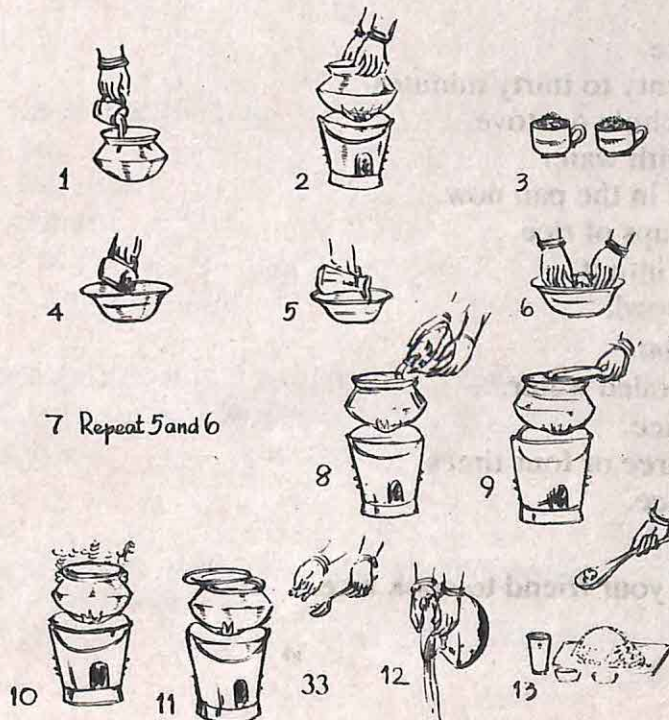
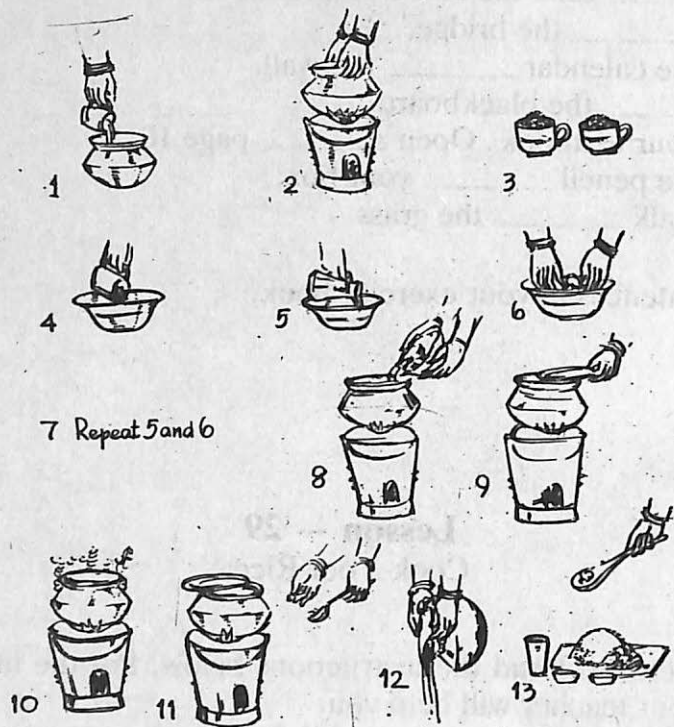
(iv) Write C ________ the end ________ line 1.
(v) Walk ________ the bridge.
(vi) Hang the calendar ________ the wall.
(vii) Go ________ the blackboard.
(viii) Open your textbook. Open ________ page 10.
(ix) Keep the pencil ________ your box.
(x) Don't walk ________ the grass.

4. Copy these sentences in your exercise book.

Lesson — 29
Cook Your Rice

Oral Work

1. Look at the pictures. Read the instructions below. Put the instructions in the right order. Your teacher will help you.

Please don't run across the road. Don't sit on the desk.

- ☐ Feel the rice.
- ☐ Boil for twenty to thirty minutes.
- ☐ Put it on a chula or stove.
- ☐ Fill a pan with water.
- ☐ Put the rice in the pan now.
- ☐ Take two cups of rice.
- ☐ Pour water into it.
- ☐ Put it in a bowl.
- ☐ Put the lid on.
- ☐ Drain the boiled water.
- ☐ Clean the rice.
- ☐ Do these three or four times.
- ☐ Serve the rice.

2. Now teach your friend to cook rice.

3. Individual Work

Look at the pictures. Read the instructions below. Number the instructions in the right order.

- ☐ Stir with a spoon.
- ☐ 1 Boil the water.
- ☐ Pour the boiling water into the pot.
- ☐ Cover it with the lid.
- ☐ Pour the tea into the cups.
- ☐ Leave it for five minutes.
- ☐ Put two teaspoons of tea into the teapot.
- ☐ Put sugar and milk into the cups.
- ☐ Serve.

4. Now connect these sentences and write a paragraph.

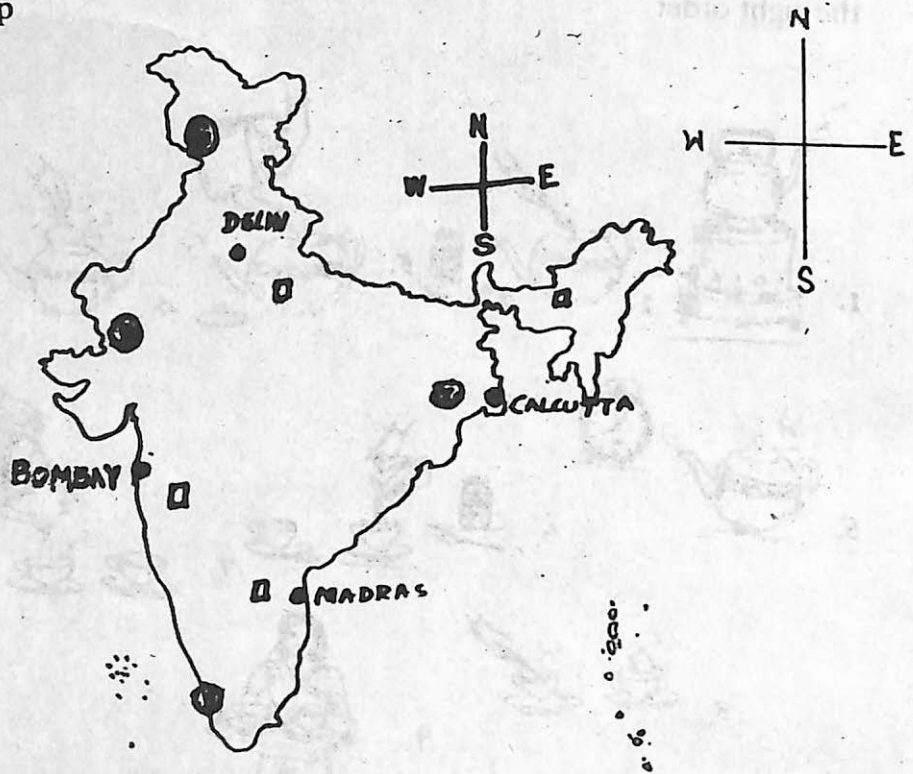
First ________, Then ________ and pour ________, Next ________ and leave ________ . Put sugar ________ and then pour ________, Now ________ and ________ .

5. Learn

(i) Sugar, tea, water, rice, milk, dal, ghee are uncountable nouns. We don't put a or an before such nouns.

(ii) We use a or an before countable nouns. Look at Lessons 14, 15, and 16.

Lesson — 30
Map Reading

Study this map

1. Here are the four names of four places in India.
   (i) Agra (ii) Pune (iii) Bangalore (iv) Gauhati.
   Read these sentences and number the boxes on the map.
   Write (i), (ii), (iii), and (iv) as above.
   Pune is to the south-east of Bombay.
   Bangalore is to the west of Madras.
   Gauhati is to the north-east of Calcutta.
   Agra is to the south-east of Delhi.
2. 5, 6, 7 and 8 stand for four other places in India. Read these sentences and write the names against the numbers on the map.
   Srinagar is to the north of Delhi.
   Rourkela is to the west of Calcutta.
   Trivandrum is to the south-west of Bangalore.
   Udaipur is to the north of Bombay.
3. Now look at the map again and write out meaningful sentences from this table. Put Nagpur on the map before you start writing.

Delhi Calcutta Trivandrum Madras Gauhati Srinagar Bangalore	is to the	north south north-west north-east south-west south-east east west	of Nagpur.

4. Pair Work
   Choose your partner.
   Say : Tell me where Madras is (change the name each time). Your partner will read out the answer from his exercise book.
   Check your own answer.

5. Delhi, Calcutta, Agra, Bombay are names of places. They are capital-letter nouns.
   (i) Find 12 capital-letter nouns from a map of India in your atlas.
   (ii) Do you have capital letters in your language ?

Copy

Do you have capital letters in your language ? No, we don't.

Lesson – 31

Know one Another

1. Read in groups of three.

Dipti : Hello, I'm Dipti Nag. What's your name ?
Rajib : I'm Rajib Sharma
Dipti : Your name ?
Shekhar : Shekhar Rao.
Dipti : What's your father's name ?
Shekhar : Vijay Rao. What's your father's name, Rajib ?
Rajib : Mohon Sharma.
Dipti : What does your father do ?
Rajib : He's a clerk at the Health Centre ?
Dipti : My father also works there. His name is Pradip Nag. He's a compounder.
Rajib : Does your father work there, too ?
Shekhar : No, he doesn't. He's a grocer. He has a small shop near our school.
Rajib : Have you any brothers ?
Shekhar : Yes, three. Are you the only child in the family ?
Rajib : No, I have two brothers and a sister.
Shekhar : What are their names ?
Rajib : Their names are Ravi and Ratan. We call our sister Renu. What are your borthers' names ?
Shekhar : Mohesh, Harish and Sanjay. Dipti, have any brothers and sisters ?
Dipti : No, I'm the only child in the family.

2. (i) Read these. Your teacher will help you.

a teacher	a grocer	a doctor	a nurse	a hawker
a policeman	a postman	a student	a farmer	
an engineer	a soldier	a tailor	a mason	
a clerk	a potter	a typist	a carpenter	

(ii) What do you call these people in your language ?

3. Pair Work : Ask your partner these questions :

(i) What's your name ?
(ii) What's your father's name ?
(iii) What does he do ?
(iv) What's your mother's name ?
(v) Have you any sisters ?

(vi) What's her name ?
(vii) What are their names ?
} Answer any one.

(viii) Have you any brothers ?

(ix) What's his name ?
(x) What are their names ?
} Answer any one.

4. Play this game. Work in groups. One group asks questions. The other group answers.

Group 1 — Asks questions
A student — What does a tailor do ?
Group 2 — Answers questions.
A student — He makes our clothes.
Go on in this way. Change groups.

Use these :
(i) keeps law and order
(ii) builds houses
(iii) fights for his country
(iv) makes clay pots
(v) makes and repairs things of wood
(vi) teaches
(vii) types in an office
(viii) brings our letters
(ix) goes to school or college to learn
(x) grows crops
(xi) keeps records/copies letters/keeps accounts
(xii) moves about to sell goods
(xiii) treats the sick
(xiv) looks after the sick
(xv) sells rice, dal, spices and other things
(xvi) grows our food
(xvii) designs buildings, bridges, machines etc

5. Write all the seventeen qustions and their answers. Do it at home.

I am = I'm He is = He's Does not = Doesn't What is = What's

Lesson – 32
Who Is He ?

1. Read these sentences silently. Then answer the questions.

Sheela Sen is a teacher.
Amal Roy is a rich business man.
Ranjan is a student.
His father is a doctor.
Ram Chandra Gorai is a farmer.
Mahendra Saha is a policeman.
Jharna Das is a housewife.

2. Write the answers to these questions in your exercise book.

(i) Here is a person. He has lot of money.
Who is he ? Answer : He is Mr. Roy
(ii) Here is a person. He has a pistol.
Who is he ?
(iii) Here is a person. He has two oxen and a plough. Who is he ?
(iv) Here is a person. She has many books in her hand. Who is she ?
(v) Here is a person. He has bottles of medicine in his bag. Who is he ?
(vi) Here is a person. She has a plate of rice in her hand. Who is she ?
(vii) Here is a person. He has a schoolbag. Who is he ?

3. Write two complete sentences about each person. Use is and has.
Example : __________ is a __________ . He has ______________.

4. Play this game in groups. Get into groups of four. Use these words. Say these words with your teacher first.
bag, book, pencil, pen, water-bottle, rubber, coat, trousers, cap, strong arms, cows, hens, ducks, a big house, a small hut, a car, sons, daughters, a lot of money, boots, thermometer, stethoscope, a whistle, medicines etc.

First Student – say – I am a student. I have a bag. What do you have ?
Second Student – say – I have a bag and a book. What do you have ?
Third Student – say – I have a bag, a book and a pen. What do you have ?
Ask fourth student. Carry on in this way. Then begin again and say –
First Student : I am a doctor. I have medicines. What do you have ?
Second Student : I have medicines and a thermometer. What do you have ?
Carry on in this way.

5. Write two sets of sentences about a business man and a farmer. Copy these sentences first.

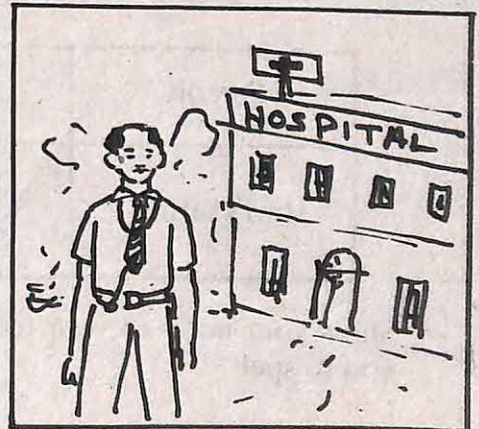
I am a doctor. I have medicines. What do you have?
I have medicines and a thermometer. What do you have?

Lesson – 33
What Does He Do ?

1. (i) Meet Ratan Bose. He is an engineer. He works in the Durgapur Steel Plant. He lives in Durgapur. He goes to work by the factory but.

(ii)

Meet Sally Blake. She is a school teacher. She works in Green Park High school. She lives in Calcuta. She goes to work by bus.

(iii) Meet Ramzan Ali. He is a doctor. He works in B. R. Singh Hospital. He lives in Govindapur. He goes to work by car.

2. Complete this chart.

	Name	Job	Place of work	Lives in	Vehicle used
1.				Durgapur	
2.		School teacher			
3.					Car

3. Write five sentences about any person you know. Use the Verbs : meet, is, works, lives, goes to work.

4. Now choose your partner. Ask him/her questions like this.
What does your father do ? Where does he work ? Where does he live ?
Make your notes in the form of a chart like this :

Person	Job	Place of work	Lives in
Hari's father	clerk	Block Development Office	Ranaghat

Show your notes to your teacher and to your friends. Ask your teacher to help you to spell.

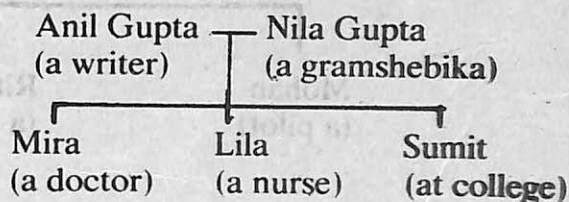
5. Write the names of six vehicles.

6. Say these with your teacher. Note the endings.

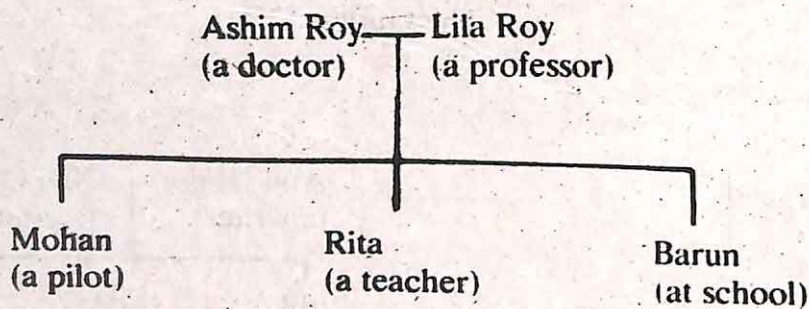
/z/	/s/
is	works
has	asks
goes	cats
lives	rats
persons	helps

clerk factory

Lesson — 34
The Guptas

1. Look and read.

I am Sm Niia Gupta. I am a gramshebika. Sri Anil Gupta is my husband. He is a writer. We have two daughters and a son. Sumit is a student. He goes to college. Mira is a doctor. She works in a hospital. Lila is a nurse. She works in a hospital, too. I go to an office. My husband stays at home. He writes stories for children.

2. Look at this family chart and fill in the blanks. Ashim Roy is speaking. Use these :

   (i) my, his, her, their, we
   (ii) am, is are, have
   (iii) a
   (iv) *nouns from chart
   (*Your teacher will tell you)

I ________ Ashim Roy. I'm a doctor. ________ wife ________ ________ professor. ________ name ________ . ________ — ________ two sons. ________ names ________ Mohan and ________. Mohan ________ a ________ . ________ brother is at ________ . ________ ________ ________ daughter. ________ name is ________. She ________ ________ ________ ________.

3. Put a before consonant sounds and an before vowel sounds.

_____ axe, _____ hen, _____ cat, _____ owl, _____ ant, _____ bag, _____ egg, _____ vest, _____ frog, _____ eys.

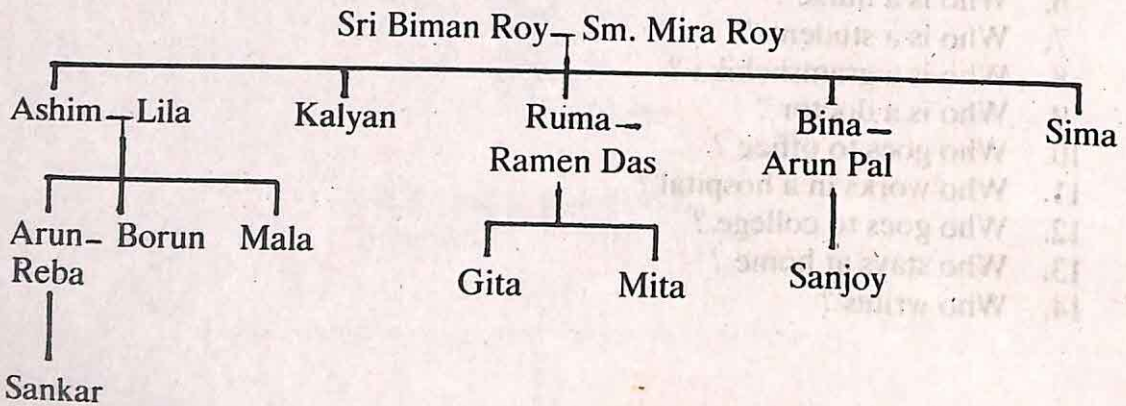
4. Answer these questions. Your friend will ask you these questions.

1. Has Lila two sisters ? No, she has one.
2. Have the Guptas three sons ?
3. Has Sumit two sisters ?
4. Has Lila a brother ?
5. Has she a sister ?
6. Who is a nurse ?
7. Who is a student ?
8. Who is a gramshebika ?
9. Who is a doctor ?
10. Who goes to office ?
11. Who works in a hospital ?
12. Who goes to college ?
13. Who stays at home ?
14. Who writes ?

Copy

5. *Who is a typist?*
Has Lila two brothers?
Who writes stories?

Lesson – 35

Family Relationship

ORAL WORK

1. Look at the family-tree and answer these questions.

(1) Who is Gita's grandfather ? Is he Mala's grandfather ?
(2) Who is their grandmother ?
(2) Has Gita any sisters ? What is her name ?
(4) Has she any brothers ?
(5) Have Gita and Mita any cousins ? What are their names ?
(6) Have Ashim and Lila any grandchildren ?
(7) What is his name ?

(8) Is Kalyan Roy Mita's uncle ?
(9) Is Bina Mala's aunt ?
(10) Is Arun Pal Borun's uncle ?

2. Complete these sentences :

1. Borun is ________ grandson.
2. Sankar ________ Borun's nephew.
3. Sanjoy ________ Sima's ________ .
4. Mita, Gita and Mala ________ granddaughters.
5. Biman Roy has ________ sons ________ daughters.
6. He has ________ grandchildren ________ great-grandson.
7. His great-grandson is ________
8. Ashim has ________ nieces and ________ nephew.
9. They are ________ .
10. Mita and Gita ________ Kalyan's ________.

3. Rewrite these as in the example.

Sankar Roy is the son of Arun Roy.
Sankar Roy is Arun Roy's son.

1. Ramen Das is the husband of Ruma Roy.
2. Kalyan is the son of Biman Roy.
3. Sanjoy is the grandson of Mira Roy.
4. Bina is the wife of a doctor.
5. Mala is the cousin of Sanjoy.

4. (i) Write about your family. Look at the lesson on the Guptas.
(ii) Write out the sentences you have done in 1 in your exercise book. **Write** the questions from 1 and give the answers below. Write neatly.

5. (i) Male and Female

Write down the pairs.

man ...woman................ grandfather ....
boy.............................. father...................................
brother.......................... husband.................................
he................................. Mr. ....
son............................... his...
nephew.......................... uncle..

(ii) Rewrite these sentences in the plural form.

1. The boy is playing in the field.
   The boys are playing in field.

2. He wants to work.

3. My brother is in Bangladesh.

4. His son is in school.

5. That man works hard.

6. Has that woman any food ?

(Change the underlined words into the plural form. You may have to change other words. You'll have to change the verbs of course)

Lesson – 36
An Introduction

1. (i) Read :

Sri Dilip Roy is a friend of Mr. Philip Brown and Sri Santi Ranjan Sarkar. They meet at a wedding party. Mr. Brown does not know Sri Sarkar.

Sri Roy	:	Sri Sarkar, this is Mr. Brown. Mr. Brown, meet Sri Sarkar.
Mr. Brown	:	*How do you do ?
Sri Sarkar	:	How do you do ? It's nice to meet you. Where are you from ?
Mr. Brown	:	From Darjeeling. And you ?
Sri Sarkar	:	From Bangladesh. Now I am in Calcutta. I'm Indian.
Mr. Brown	:	What do you do ?
Sri Sarkar	:	I'm an accountant. I work in a bank. What about you ?
Mr. Brown	:	I am a reporter. I work for The Statesman.
Sri Sarkar	:	Where do you stay here ?
Mr. Brown	:	At Kalyani. And you ?
Sri Sarkar	:	At Jadavpur, near the University. Please come over some day.
Mr. Brown	:	Thank you. I will.

(ii) Now get into groups of three. Let one introduce the two others. You are students. Say so.

(iii) Give the following information about.

Mr. Brown		Sri Sarkar	
First name	:	First name	:
Surname	:	Surname	:
Old home	:	Old home	:
New home	:	New home	:
Occupation	:	Occupation	:
Nationality	:	Nationality	:

---

* It is a way to greet people.

2. Write six sentences each about Mr. Brown and Sri Sarkar. Write two paragraphs. Begin like this :

Sri Sarkar is a friend of Sri Dilip Roy. His first name is .... He comes .... but now ....

3. Brown is an English name, but he is Indian. He is not a Bangladeshi. What do you call people from :

Japan	Iran	Canada	Germany
China	America	France	Italy
Burma	Tibet	Bhutan	Australia
Russia	Pakistan	Afghanistan	Europe

Group words with similar endings. Use capital letters.

Example : Tibetans — Burmese

Americans — Chinese

Australians

Canadians

Russians

Learn to spell these words. Always use capital letters for these.

Lesson — 37

The Barua Family.

1. Read the following headings and match three of them with the paragraphs that follow: 1. My children 2. My occupation 3. My family 4. Our house 5. Our flat.

I am Biren Barua. My father's name is Chandra Kanta Barua. I come from Assam but live in Calcutta. I am a pilot and I am forty. I have a wife and three children. My wife's name is Nila. She is thirty-five. She sings for the radio. Amal is my son and Nita and Sita are my daughters.

Amal is in a medical college. He is twenty now. He wants to be a good doctor. He wants to work in a village. He is a very quiet boy and is very studious. He goes to college everyday. He does not like to miss any class. Nita and Sita go to school. Nita is fifteen and is in Class X. Sita is thirteen and she is in Class VIII. They like to go to school.

We have a flat in Behala. It is not a big flat but it is beautiful and comfortable. Our address is — 118, Diamond Harbour Road, Calcutta - 8.

2. (i) Is Mr. Barua Bangalee ?
   (ii) What does he do ?
   (iii) What does his wife do ?
   (iv) Has he any children ?
   (vii) What does Amal like to do ?
   (vii) Have they a flat ? Where ?
   (viii) What does Amal want to be ?
   (ix) Have they a big flat ?
   (x) Describe their flat.

3. Look at this form. Write about Marie Smith and her family. Read about the Barua family first.

Family Name : *Smith* First Name : *Marie* Age : *62*
Occupation : *Teacher* Nationality : *English*
Father's Name : *Jones, George*
Wife's/Husband's Name : *John Smith*
Children's Names and Ages : 1. *Steven Smith*
2.
3.
Signature : *M. Smith*
Full Address : *74, Cranley Place, London S.W. 7 United Kingdom.*

4. Mr. Barua has to fill in this form. Fill in this form for him. Write in capital letters. Cross out what is not necessary.

NAME (Surname first) ....Male/Female
OCCUPATION ....AGE.........
NATIONALITY ....
FATHER'S NAME ....
WIFE'S/HUSBAND'S NAME ....
No. OF CHILDREN ....THEIR NAMES AND AGES ....
1. ....
2. ....
3. ....
4. ....
PRESENT ADDRESS ....
....

5. (i) Say and then write three things you like to do.
(ii) Say and then write three things you want to do.

6. : Draw a family chart of the Baruas. Look at the chart in The Guptas.

Learn

Subject — Verb Agreement — Do verb.

Person	Singular	Verb	Plural
1	I →	do	← We
2	You		You
3	He She It	does	They

Statements

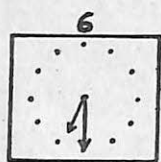
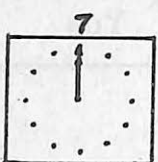
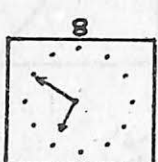
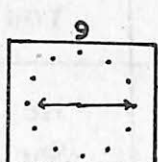
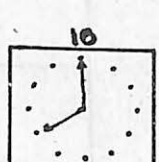
Person	Singular	Verb	Plural
1	I ←	Do	→ we
2	you		you
3	he she it	Does	they

Questions

Lesson – 38

Telling The Time

Oral Work

1. You know how to tell the time. Learn to tell the time in English.

Look at the clocks and tell the time. Choose the right answers from below. Work in pairs. Ask your partner questions like this. – Look at clock number 10. What's the time ? Look at 1.What's the time ? Your partner will say the right answer from the following.

1. It's ten to seven.
2. It's five to twelve.
3. It's half-past six.
4. It's a quarter past six.
5. It's a quarter to one.
6. It's a quarter past nine.
7. It's half-past twelve.
8. It's twenty-five past three.
9. It's twelve o'clock.
10. It's eight o'clock.

2. My mother gets up at 5 o'clock in the morning.

(i) What time does your mother get up in the morning ?
(ii) What time do you get up in the morning ?
(iii) What time does your father get up in the morning ?

(iv) Have you a sister/brother ?
(v) What time does she/he get up in the morning ?
(vi) What time do you leave for school ?
(vii) What time does your father leave for work ?
(viii) What time do you come home ?
(ix) What time does your father come home ?
(x) What time do you go to bed ?
(Write these answers for home-work.)

Written work :

3. Look at the time and fill in the gaps.

(i)	What's the time ? It's a quarter past seven.	7 : 15
(ii)	What's the time please ?	2 : 40
(iii)	Is it six-thirty ? Yes, it is. (or, half-past six)	6 : 30
(iv)	It's a quarter past ten. No, it's	10 : 05
(v)	Is it a quarter past two ? No, it's	2 : 45
(vi)	.... Yes, it is.	4 : 30
(vii)	.... Yes, it is.	7 : 55
(viii)	Is it thirty-five past one (or, twenty-five to two) ?	1 : 35
(ix)	Is it a quarter past three ?	3 : 10
(x)	What's the time ?	5 : 20

4. Learn.

half past
a quarter past
a quarter to

ten to
five to
ten past
five past

three o'clock
four o'clock

Lesson — 39
What's The Time ?

1. Listen to your teacher. Find the meanings of the underlined words.

Have you seen a railway time-table ? It gives us the times of trains, but it is different. It shows twenty-four hours. 13.00 hrs. means 1 o'clock or 1 p.m. 14.00 hrs. means 2 o'clock or 2 p.m. 'p.m.' means after noon. 'a.m.' means before noon. 24.00 hrs. means 12 o'clock or midnight. Just 8.00 means 8 o'clock in the morning or 8 a.m.

2. Read the above paragraph silently again. Then read the times to your partner.

Time	
19:15	= A quarter past seven/7.15 p.m.
15:30	
03:45	
24:00	
11:35	
10:10	
08:15	
16:45	

3. Now write out the times like this.
19:15 means 7:15 p.m. A quarter past seven.

4. (a) Listen to your teacher: Find the meanings of the underlined words.

Howrah is a very busy station. Everyday thousands of people arrive at Howrah station and also leave from here. There are long distance trains and local trains. The platforms are always full of people, goods and hawkers.

Look at this time-table. It gives us the times of long distance trains. There are trains to Madras, Delhi, Bombay and many other places. The trains have names. There are fast trains and slow trains. Study the times and anser these questions. The first answer is there.

Station	Train	Time
Howrah	Rajdhani Express	A 10.55 D 17.00
	Kalka Mail	A 8.15 D 19.20
	Bombay Mail	A 7.50 D 19.45
	Gitanjali Express	A 13.55 D 14.00
	Madras Mail	A 11.30 D 20.00

A = arrival.
(comes in)
D = departure
(leaves)

Read 4(a) silently and answer these questions :

(b) (i) What time does the Bombay Mail leave Howrah ?
— At 7.45 p.m. or At a quarter to eight at night.

(ii) What time does the Bombay Mail arrive at Howrah ?
....

(iii) What time does the Rajdhani Express arrive at Howrah ?
....

(iv) What time does the Rajdhani Express leave Howrah ?
....

(v) Does the Kalka mail leave in the morning ?
....

(vi) Does the Bombay Mail leave in the morning ?
....

(vii) Does the Gitanjali Express leave at night ?
....

(viii) Does the Gitanjali Express arrive in the afternoon ?
....

(c) Now ask questions for these answers :

(i) At 2 o clock in the afternoon / At 2 p.m.
(ii) At half past eleven in the morning / At 11.30 a.m.
(iii) No, the Rajdhani Express arrives in the morning.
(iv) No (it does not leave in the morning). It leaves at 7.45 in the evening.
(v) Yes, at 8.15. / Yes, at a quarter past eight.
(vi) Yes, at 7.50 / Yes, at ten to eight.
(viii) At 8 o'clock. / At 8 p.m.

Copy

Does the Kalka Mail leave in the morning?
What time do you get up?

Lesson — 40

The Days of the Month

ORAL WORK

January 1981

Sun		4	11	18	25
Mon		5	12	19	26
Tue		6	13	20	27
Wed		7	14	21	28
Thu	1	8	15	22	29
Fri	2	9	16	23	30
Sat	3	10	17	24	31

1. Look at this old calendar and answer the questions

(i) What day was the first ? It was Thursday.
(ii) What day was the nineteenth ?
(iii) What day was the eleventh ?
(iv) What day was the thirteenth ?
(v) What day was the fifteenth ?
(vi) What day was the sixteenth ?
(vii) What day was the twelfth ?
(viii) What day was the fourteenth ?
(ix) What day was the eighteenth ?
(x) What day was the seventeenth ?
(xi) What day was the twentieth ?

2. (i) How many Mondays were there in January ? There were four Mondays.
(ii) How many Fridays were there in January ?
(iii) How many Tuesdays were there in January ?
(iv) How many Sundays were there in January ?
(v) How many Wednesdays were there in January ?
(vi) How many Thursdays were there in January ?
(vii) How many Saturdays were there in January ?

3. WRITTEN WORK

Sun
Mon
Tue
Wed
Thu
Fri
Sat

(a) Make a calendar for this month. Put in the dates, the month and the year.

(b) Look at the calendar and write the answers. Don't ask your teacher.

(i) What day is the first ?
(ii) What day is the tenth ?
(iii) What day is the eighth ?
(iv) What day is the second ?
(v) What day is the third ?
(vi) What day is the fifth ?
(vii) What day is the fourth ?
(viii) What day is the sixth ?
(ix) What day is the nineth ?
(x) What day is the seventh ?

(b) (i) How many Mondays are there this month ?
(ii) How many Saturdays are there this month ?
(iii) How many Thursdays are there this month ?
(iv) How many Tuesdays are there this month ?
(v) How many Sundays are there this month ?

4. (i) Write these in words :
11 12 13 14 15 16 17 18 19 20
eleven

(ii) Write the ordinal numbers in words and figures
eleventh ⟶ 11th

(iii) Write the ordinals of the following in figures and words
1 2 3 4 5 6 7 8 9 10
1st ⟶ first

Lesson — 41

The English Months

1. Read aloud with your partner :

Teacher : What year is this ?
Student : 1984
Teacher : You are right. Now look at the calendar. Are there thirty days every month ?
Student : No, sir .
Teacher : Listen to this rhyme. It gives answer.
Thirty days have September,
April, June and November,
All the rest have thirty-one
But for February alone.
And that has twenty-eight days clear,
And twenty-nine in each leap year.
Student : This year February has twenty-nine days. Is it a leap year ?
Teacher : Yes, it is, Every fourth year February has twenty-nine days. 1980 was a leap year. February had twenty-nine days.
Student : There will be twenty-nine days in 1988 again. It will be a leap year.
Teacher : Yes, you are right. 1992 will be a leap year, too. Learn to write dates. Write the date first and then the month and year. Today is 8 October, 1984.

2. (a) Pair Work — Ask your partner these questions. Tell your partner to took at the calendar and answer.

(i) How many days has January ?
(ii) How many days has December ?
(iii) How many days has February this year ?

(iv) Which month comes before September ?
(v) Which month comes after September ?
(vi) Which months have thirty days ?
(vii) Which months have thirty-one days ?

b (i) Which year was a leap year before 1980 ?
(ii) Was 1982 a leap year.?
(iii) What day was yesterday ?
(iv) Were you in class yesterday ?
(v) Was the last lesson difficult ?
(vi) Which lessons were difficult ?
(vii) Which lessons were easy ?
(viii) Which lessons were interesting ?
(ix) How many girls/boys were present yesterday ?
(x) Was your partner present on Monday ?

3. Fill in the blanks with shall/will + verb. Use the following verbs : run, help, be, punish, finish, do. Use shall with I and We and will with others. You can also say I'll instead of I shall.

(i) How old ______ you ______ next year ? I ______ ______ twelve.
(ii) ______ you ______ this exercise now or at home ?
(iii) I ______ ______ it at home.
(vi) The next full moon ______ ______ on ______ ______ (give date and month).
(v) An old man : ______ you ______ me cross the road ?
Sunil : Yes, I ______ . Hold my hand.
Bahadur : You ______ ______ late for school and the teacher ______ ______ you.
Sunil : You may go, Bahadur. I ______ ______ the old man and then I ______ ______ to school. I ______ not ______ late.
Bahadur : Then the teacher ______ not ______ you.

Learn : shall not = shan't will not = won't

4399

4. Say the months properly with stress. Learn to spell them correctly.

'January 'February 'March 'April May June July
'August Sep'tember Oc'tober No'vember December.

5. Learn to write and say dates

Write	Say
6th July, 1977	The sixth of July, nineteen seventy seven.
15 June, 1969	The fifteenth of June, nineteen sixty-nine.
July 8, 1980	July the eighth, nineteen eighty.
21/5/65 or 21.5.65	The twenty first of May, nineteen sixty-five.

(a) Now write these dates

(i) The third of December, nineteen eighty two.
(ii) February the second, nineteen fifty-nine.
(iii) The twelfth of March, nineteen twenty-two.
(iv) January the first, nineteen eighty-four.

(b) Say these dates

(i) August 29, 1947
(ii) April 4, 1936
(iii) 31st June, 1950
(iv) 23rd January, 1972
(v) 17 October, 1981

Lesson — 42

Talking About The Weather

1. Read Silently

You know about the weather. It is not the same everyday. It may be very hot one day and the next day it may not be so. It may be windy.
The winter days are different from summer days or rainy days.

Pair Work

Now look at the pictures given below. They tell us about the weather on six days. The dates are given below. Ask questions and give answers about the weather for these six days. Use words given below the pictures.

Example : Q. What will be the weather like on 20 December ?
A. There will be bright sunshine on 20 December. It will be a sunny day but it will be cold.

hot, windy, cloudy, bright, rainy, stormy, cool, cold, warm, dark, lovely, terrible, fine.

2. Write out the questions and answers in your exercise book.

3. Study this chart of the seasons of West Bengal. We have six seasons. There are five here.

Summer	April — May
The Rains	June — August
Early / Late Autumn	September — November
Winter	December — January
Spring	February — March

Pair Work

Ask your partner these questions. Tell him/her to look at the chart in 3 and the words in 1 and answer.

(i) What will the weather be like tomorrow ?
(ii) What was the weather like yesterday ?
(iii) Look at the newspaper. What will the weather be like today ?
(iv) Will the weather be fine tomorrow ?
(v) Will the weather be lovely in November ?
(vi) What was the weather like last week ?
(vii) What was the weather like last July ?
(viii) When is the weather usually very hot ?
(ix) When is the weather usually stormy ?
(x) When is the weather usually fine ?
(xi) When is the weather terrible ?
(xii) When is the weather lovely ?

4. (i) Write a few lines about the weather during the last two days. Read the newspaper report and write.
(ii) When was the weather very bad this year ? Write a few sentences to describe the weather on that day.

Lesson — 43

Ranjan's Daily Routine

1. Read

This is Ranjan. He is a student of Class VIII. He studies in Jagatpur High School. He gets up at 6 o'clock. He washes and has his breakfast. He studies till eight o'clock and prepares for school. He walks to school. Classes start at 9 o'clock. He has his tiffin in the school canteen. He finishes school by half past three and gets home by 4 o'clock. He plays football in the park and does his homework in the evening.

2. Now answer these questions :

(i) Where is Ranjan at 5.30 a.m. ?
(ii) Where is he at 8 o'clock ?
(iii) Where is he at 1 p.m. ?
(iv) Where is he at a quarter to four ?
(v) Where is he at 7 p.m. ?

3. Now follow these instructions and fill in the chart.

(1) Write Mira's name in the first box on the left.
(2) Write Arun's name in the box below it.
(3) Write 5.30 a.m. in the second box at the bottom.
(4) Write 6 a.m. in the box above it.
(5) Write 8.30 a.m. in the next box.
(6) Write 8 a.m. in the box below it.
(7) Write 9 a.m. in the fourth box at the top.
(8) Write 8.45 a.m. in the box below it.
(9) Write 'in the canteen' in the next box.
(10) Write 'in school' in the box above it.
(11) Write 3.30 p.m. in the sixth box at the bottom.
(12) Write 4 p.m. in the box above it.

Name	gets up at	leaves homes at	starts school at	has tiffin	gets home

4. Now read Ranjan's daily routine again.

Write the daily routine of (a) Mira (b) Arun
Study the chart and write. Begin like this.
"Mira gets up at ....

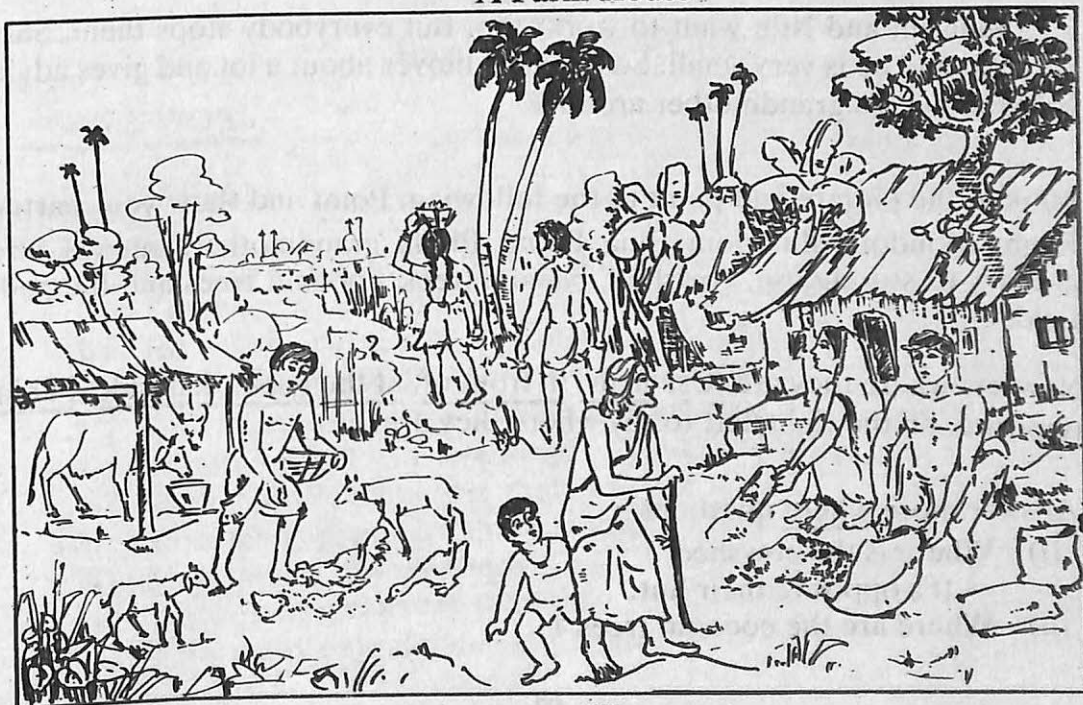
Show your paragraph to your teacher.

5. List the verbs in this lesson. Example : is, study

6. Say these words with your teacher.

/z/	/s/	/iz/
goes	gets	finishes
does	walks	washes
plays	starts	
studies		

Lesson — 44

A Farm House

1. Read silently.

Look at the picture. It shows a farm house. This is Raghu Mondol's home. Raghu lives with his mother, wife and four children. His mother's name is Suhasini Bina is his wife. Raghu and Bina have three sons and a daughter. They are Ramu, Bhola, Nilu and Malati. They all go to school in the morning. Suhasini is the children's grandmother Look, they are all very busy.

Everyday Bina and Raghu get up at 5 o'clock. Bina sweeps the yard, cooks food, feeds her children, husband and mother-in-law in the morning. Then she winnows rice in the yard. Raghu helps his wife and then milks the cows and the goats. The children help their parents. But Nilu cannot do much.

Raghu puts rice in jute bags and then takes the bags to market in the afternoon. Ramu carries coconuts and milk to market. Malati takes the eggs and vegetables. They sell all these things here and get some money.

Bhola works on the farm. He feeds the animals and the birds. Can you see the birds in the picture ? What birds are they ?

Suhasini and Nilu want to work, too. But everybody stops them. She is very old and he is very small. So Suhasini moves about a lot and gives advice. Nilu follows his grandmother around.

2. Look at the picture and point to the following. Point and show your partner. Raghu Mondol, Nilu, Moni, Bina, Ramu, Bhola, grandmother, animals, birds, granary or storehouse, cowshed, banana trees, coconut trees and the paddy field.

3. Now say where they are. Use near, in front of, at the back of, beside, behind, opposite, on the right/left to say where they are.

4. Answer more where questions :
   (i) Where is the cowshed ?
   — It's opposite their hut.
   (ii) Where are the coconut trees ?

(iii) Where are the cows ?
(iv) Where is the rice ?
(v) Where is the paddy field ?
(vi) Where is the granary or storehouse ?

5. Fill in the blanks with proper forms of the Verbs in the brackets.
The Ganga ______ (be) the main river of West Bengal. It ________ (enter) West Bengal through the south-west border of Malda. It ________ (flow) along the border of Malda and Murshidabad for some distance. Then it ________ (divide) into two branches. The Padma ________ (flow) eastwards through Bangladesh. The Bhagirathi ________ (flow) southwards into the Bay of Bengal. The Jalangi, the Khari, the Mathabhanga, the Churni and other small tributaries ________ (join) the Bhagirathi from the east. The Ajoy, the Mayurakshi, the Damodar, the Rupnarayan and other small tributaries ________ (join) the Bhagirathi from the west.
Note the use of the article the before rivers.

6. (i) What do you do on Sundays. Write 6 (six) sentences.
(ii) What does your mother do on Sundays ? Write 6 (six) sentences.

Lesson — 45
How Much Will It Cost ?

1. ORAL WORK

(i) How many paise are there in a rupee ?
There are a hundred paise in a rupee / A hundred.
(ii) How many paise are there in a quarter of a rupee ?
(iii) How many paise are there in half a rupee ?
(iv) How many students are there in your class ?
(v) How many students are there in your school ?
(vi) How many teachers are there in your school ?
(vii) How many pages are there in your English textbook ?
(viii) How many days are there in a year ?
(ix) How many weeks are there in a year ?
(x) How many days are there in January ?

2. Study the prices of the following in a ration shop.

Rs. 2.40 a kilo

Rs. 1.50 a kilo

Rs. 9.00 a kilo

Rs 3.80 a kilo

Rs 4.00 a kilo

Pair Work

Ask your partner these questions, Let your partner calculate and answer.

(i) Mr. Hossain will get 3 kilos of rice.
How much will it cost ? It will cost . . .

(ii) He'll get 3 kilos of wheat.
How much will it cost ?

(iii) He'll take 250 grams of oil.
How much will it cost ?

(iv) He'll take 500 grams of dal.
How much will it cost ?

(v) He'll take 250 grams of sugar.
How much will it cost ?

(vi) How much will he pay the shop-keeper altogether ? Calculate and show. Example : 3 kilos of rice will cost Rs. 7.20

(viii) He gives the shop-keeper a fifty-rupee note.
How much does the shop-keeper give him back ?

He will = He'll; It will = It'll; It is = It's

3. Answer these questions in your exercise book. Fish and meat are very costly now, Vegetables, too, are not cheap.

   (i) How much does a kilo of meat cost ?
   It's Rs. ....

   (ii) How much does a kilo of fish cost ?
   ....

   (iii) How much does a kilo of potatoes cost ?
   ....

   (iv) How much a kilo are cabbages ?
   They're ....

   (v) How much a kilo are peas ?
   ....

   (vi) How much a kilo is spinach ?
   ....

   (viii) How much a kilo are green papayas ?
   They're ....

4. Wirte out the questions and answers of No. 2 in your exercise book.

5. Learn to say and write the numbers from 1 to 100.

Lesson — 46

What Are They Doing ?

1. Read and follow the instructions below.

Look at the blank chart on page 70. It is a blank time-table for Monday. The first period starts at ten o'clock and ends at twenty to eleven. The second period starts at twenty to eleven and ends at twenty past eleven. The third period ends at twelve o'clock and the fourth at twelve forty. There is a break between twelve forty and half past one. The fifth, sixth and seventh periods are of forty minutes each. They end at ten past two, ten to three and half past three.

2. (i) Write Monday in the box below 'Day'
   (ii) Write the times as in the first box.
   (iii) Write 'Bengali' in the first box after the 'Break'

They are = They're

Write 'English' in the first box.
Write 'Drawing' in the last box after the 'Break'
Write 'Geography' in the box just before the 'Break'
Write 'Arithmetic' in the box after English.
Write 'Science' in the box before Geography.
Write 'History' in the box after Bengali.

(iv) Show your time-table to your teacher.

Day	10·00–10·40 1	2	3	4		5	6	7
					BREAK			

3. Ashok is not well today. He is resting at home. He is absent from school. His friends are at school. This is the time-table for Monday.

(a) Now write out Ashok's answer to these questions. Look at the example and begin.

(i) The time is ten past ten. What are my (Ashok's) friends doing ?
They are learning English.

(ii) The time is one o'clock. What are they doing ?

(iii) The time is a quarter to twelve. What are they doing ?

(iv) The time is three o'clock. Are they studying History ?

(v) The time is a quarter to eleven. Are they doing Arithmetic or studying English ?

(vi) The time is ten past one. Are they playing or studying ?

(vii) The children are studying English. Is it half past ten or half past eleven ?

(viii) The children are doing sums. Is it ten o'clock or twelve o'clock ?

(ix) The children are drawing pictures. Is it twenty past two or twenty past three ?

(x) The children are walking back home. Is it twenty to four or twenty to three ?

(b) Pair Work

Choose your partner. Practise asking questions about Ashok's friends and answering them.

4. Read and answer the questions below :

(i) Rabi is at the market. Rama is at school. Ratan is at office. Rahim is at the post office.
Who is buying stamps ?
Who is studying Geography ?
Who is selling vegetables ?
Who is typing letters ?

(ii) Arun is a school teacher. Mira is a housewife. Hamid is a doctor. Ranjan is a farmer. They are all at work now.
Who is cooking ?
Who is ploughing the fields ?
Who is writing on the blackboard ?
Who is visiting sick people ?

5. Say these words :

choose Arithmetic Geography visit.

6. Match the sentences in A with those in B.

A	B
(i) Nila Gupta is in hospital.	He is playing football.
(ii) Raghu Mondol is at the market.	We are studying.
(iii) Ranjan is in the playground.	A doctor is giving her injections.
(iv) Sally Blake is at home now.	He is attending a meeting.
(v) We are in school now.	He is selling rice.
(vi) Mr. Ratan Ghosh is at the office.	She is correcting exercises.

7. Write the — ing form of the following words. Note that you may have to add or omit some letters before — ing in some of the verbs.
Example : move — moving. begin — beginning.

sit	write	finish	study	pull
hit	bite	start	pray	push
begin	give	end	play	sell
	type		buy	

Lesson — 47

A Picnic

1. Read silently.

Today the Duttas are spending the day in the Botanical Gardens. Mr. and Mrs. Dutta and their daughters, Manju and Soma, are enjoying themselves. Bablu and Sankar are their sons. They are having a nice time, too. Their friends are with them. They are Prabir and Arun.

The girls like to help their mother, but the boys like to climb trees, play football, fly kites and swim. Arun doesn't like to play. He like to read story books. Mrs. Dutta is a very good cook. She will cook. Her husband and daughters will help her. Her husband sings very well. He has a good voice. Soma also has a good voice. Manju plays the guitar. She will play the guitar in the evening and her father and sister will sing.

2. Ask your partner these questions. Your teacher will come round and help.

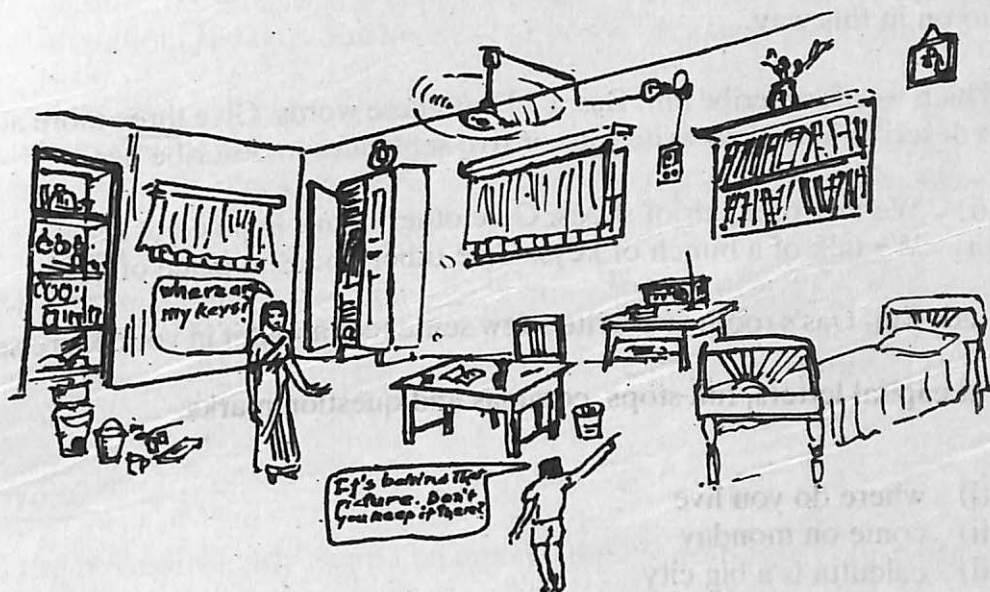
   (i) Where are the Duttas today ? ....
   (ii) What are they doing ? .... having ....
   (iii) Are Prabir and Arun Mr. Dutta's sons ? .... aren't. ......
   (iv) Are they their sons' friends ? ....
   (v) What are the names of Mr. Dutta's children ? ....

3. It is 11 o'clock. Everyone is doing something. Everyone is busy. Imagine and say what each one is doing. Begin like this —

Mrs. Dutta is cooking the food. Mr. Dutta is helping her. He is bringing water from ....
....

4. It is 3 o'clock. What is Mr. Dutta doing ? What is Mrs. Dutta doing ? What are the boys and girls doing ? Write five or six sentences.

Lesson — 48

Where ?

1. **Learn the meanings of the underlined words first and then read the lesson silently.**

That is Sm. Usha Das. She is a professor in a girls' college. This is her flat. There is only one room and a bathroom. She lives alone. Her parents live in the village. She has no brother or sister. She goes to her parents during the holidays.

Look at the little boy. His name is Tooblu. He lives in a house nearby. He has no sister or brother. He comes to Sm. Das every morning and evening. She loves him very much. She tells him stories and he helps her to cook her food and clean the big room. Sm. Das is a friendly person and is a good teacher, but she is very forgetful.

She loses her bunch of keys everyday. Little Tooblu helps her to find it.

Today the keys are not behind that picture. Where is the bunch of keys then ? Tooblu makes many guesses and finds the keys at last.

Read that is as that's ; she is as she's and where is as where's

2. Where are the keys ? Make guesses. The teacher knows the right answer. Use some of the prepositions. Begin like this :

Teacher : Where are the keys ?
X : They're on the shelf on the wall.
Teacher : No, they are not.
Y : Are they on the table ?
Teacher : No, try again.

Go on in this way.

3. Which words describe Sm. Das. Pick out these words. Give three more adjectives to describe her. Now write four or five sentences to describe her.

4. (i) We talk of a pair of shoes. Give other nouns in place of shoes.
   (ii) We talk of a bunch of keys. Give other nouns in place of keys.

5. Study Sm. Das's room and write a few sentences about it in your exercise book.

6. Put capital letters, full-stops, commas and question marks.

   (i) where do you live
   (ii) come on monday
   (iii) calcutta is a big city
   (iv) september is the ninth month of the year
   (v) do you know ratan
   (vi) mira has a cat a dog and a parrot

Lesson — 49

Mr. Hossain's Family

1. Read silently and find the answers to the questions :

   (a) Which paragraph tells you about Sabera ? Who is Sabera ?
   (b) Which paragraph tell you about Zareen ? Who is Zareen ?
   (c) Which paragraph tells you about Mr. Hossain ?
   (d) Which paragraph tells you about the three of them ?

Mr. Hossain is a teacher. He lives in Calcutta with his wife and their daughter. They work hard. They have no servant.

Ali Hossain teaches Mathematics in a school. His school is very near his house. So he walks to school. He leaves for school at a quarter to ten. In the morning he reads the newspaper. From 7.30 a.m. he works in the garden for an hour. He digs the soil and waters the trees and plants. They have a small vegetable garden and grow some vegetables there.

Mr. Hossain's wife, Sabera, does everything in the house. She cleans the rooms, washes the clothes and cooks the food. She gets up before sunrise and works throughout the day. She keeps their house very neat and clean.

Zareen, their daughter, gets up quite early, too. She helps her mother in the kitchen. She makes tea and helps her mother to prepare the breakfast. They have their tea at 6 o'clock and their breakfast at 9 o'clock. She studies from 6.30 a.m. to 8 a.m. She leaves for school at ten. She is in Class VIII.

Mr. Hossain and Zareen come back home before five. They have tea and go for a walk in the park. They come back at 6 p.m. and work. Mrs. Hossain goes to market. She comes back at 6.30 and cooks the dinner. They have dinner at 8.30 p.m.

2. Pair Work

Read the passage silently again and answer these questions. Your partner will ask you these questions.

(i) Are these statements true or false. Correct the false statements.

(a) Mr. Hossain goes to market everyday.

(b) They have *breakfast at 9 a.m.

* breakfast = first meal in the morning.

(c) They have dinner at 8 o'clock at night.

(d) Mr. Hossain helps his wife to cook the morning meal.

(e) The father and daughter go for a walk in the evening.

3. (i) It is 7.30 a.m. What are Mr. and Mrs. Hossain and Zareen doing ?

(ii) It is 7.30 p.m. What are Mr. and Mrs. Hossain and Zareen doing now ?

4. What does Mrs. Hossain do in the afternoon ?

Begin like this —

She sweeps the floor and cleans the house

5. (i) When does Zareen study ?
   (ii) When does Mr. Hossain work in the garden ? What does he do there ?
   (iii) When does he read the newspaper ?

6. (i) What do you do every morning ? Write five or six sentences.
   (ii) What are your mother and father doing now ?

Lesson — 50
Revision Lesson

Vocabulary

1. Arrange these words in alphabetical order (as you find in the dictionary Do it with your partner.
class, hat, tail, nest, egg, put, big, pen, open, leg,stand, men, flag, hand, nose, bird, bell, ant, sit, come, eat, mango, tent, jug, ink, kind, day, girl; gas, jail, judge, kite, ice, live, look, owl, queen, rat, rod, seed, sad, road, up, us, wool, wood, vest, van, zero, you, yard, zebra, go, Xmas, X-ray, finger, eye, apple, cow, duck.

2. Make these words :
   (i) Write 'n'
   Write 'i' to the right of 'n'
   Write 'e' to the left of 'n'
   Write another 'n' to the right of 'i'
   Write 'v' to the left of 'e'
   Write 'g' to the right of the second 'n'
   Write 'e' to the left of 'v'
   What is your word ?
   Write its meaning in your mother tongue.

   (ii) Write 'g'
   Write 'i' to the left of 'g'
   Write 't' at the end
   Write 'h' between 'g' and 't'
   Write 'n' to the left of 'i'
   What is your word ?
   Write its meaning in your mother tongue.

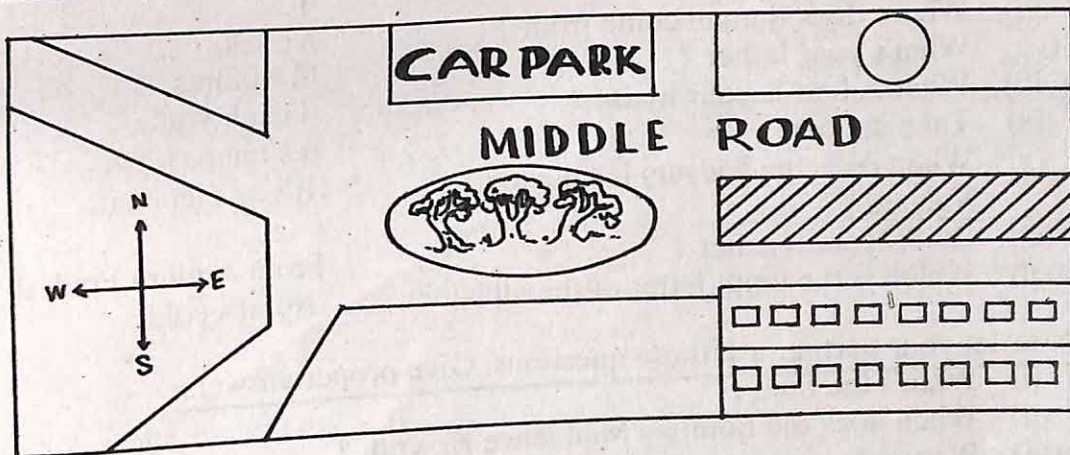
(iii) Write 'p'
Write 'u' to the left of 'p'
Write 'l' at the end
Write another 'p' to the left of 'u'
Write 'i' between the first 'p' and 'l'
What is your word ?
Write its meaning in your mother tongue.

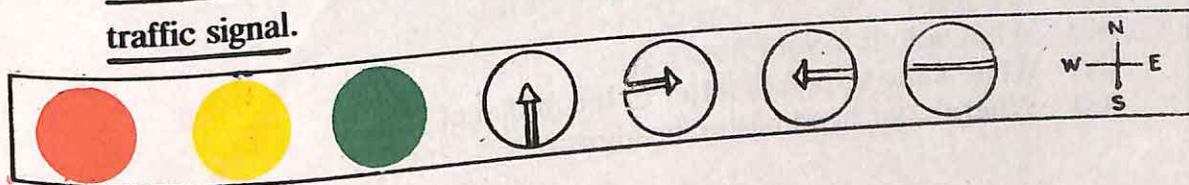
(iv) Pair Work
Give your friend three sets of instructions for spelling any three of these words. Let your friend choose three other words.

school	blue	shirt	farmer
office	orange	coat	doctor
hospital	green	frock	teacher

(v) Write out the instructions in your exercise books.

Listening Comprehension

1. Listen to your teacher. Label the following places on the map : Green Park, Football Ground, Botanical Garden, School, Palm Avenue, Station Road.

II. Now write out a description of the area.

III. Listen to your teacher. Then write the following words under the correct traffic signal.

BE CAREFUL. STOP IF POSSIBLE.

GO

TURN RIGHT

BUS ONLY

GO AHEAD

STOP

TURN LEFT

Oral Pair Work

I. Choose your partner. Read out a sentence from A. Let your partner make the correct pairing from B.

A	B
(i) What's that ?	It's blue.
(ii) Where's Abdul ?	Mr. Roy.
(iii) Is it hot ?	He's a clerk.
(iv) What's the time ?	He's at office.
(v) Where do you live ?	'J'
(vi) Where does Ranjan come from ?	At 5.30
(vii) What's your father ?	In Madras.
(viii) What colour is your house ?	Thank you.
(ix) Take my pen.	It's ten past two.
(x) When does the Kalyani local leave Kalyani ?	It's an elephant.
(xi) Who's your teacher ?	From Andhra Pradesh
(xii) Which is the tenth letter of the alphabet ?	No, it's cold.

II. Now let your partner ask these questions. Give proper answers.

(i) What's the time ?
(ii) When does the Bombay Mail leave Howrah ?
(iii) Where do you come from ?
(iv) What's your father ?
(v) Who's our teacher ?
(vi) Where do you live ?
(vii) Is it hot ?
(viii) What colour is your house ?
(ix) What is the sixteenth letter of the alphabet ?
(x) Where's our headmaster/headmistress ?

Reading Comprehension.

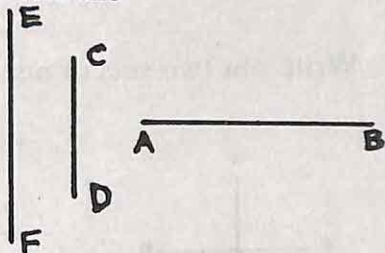
Read this passage in pairs and write out the answers to the questions below :

Anup : Look at that aeroplane.
Bimal : Where is it ?
Anup : Over those trees. Look; it's coming towards us.
Bimal : Yes, it's flying this way.
Anup : It's getting low now. Isn't it big ?
Bimal : Yes ! It's going to land in that field.
Anup : On look ! it's flying up again. Now it's going up into the blue sky.
Bimal : Yes, it's flying up and down. The pilot is showing tricks. How nice !

Questions.

1. What are Anup and Bimal doing ?
2. What does a pilot do ?
3. Where is the aeroplane going ?
4. What is the pilot doing ?
5. Is the aeroplane carrying passengers ?
6. Look at this mark (!). What does it mean ? Say it in your mother tongue.

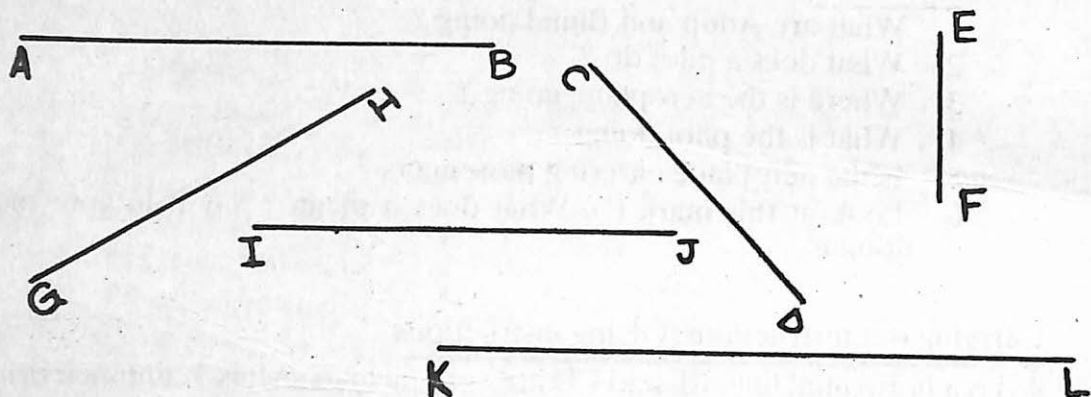
Carrying out instructions/Giving instructions

I. AB is a horizontal line. EF and CD are vertical lines. AB is 3 centimetres long. Measure CD. How many centimetres is CD ? Write the measurement to the right of CD.

Measure EF. How many centimetres is EF. Write the measurement to the left of EF.

II. Now follow these instructions and draw the figure in your exercise book.
100 millimetres (mm) = 1 centimetre (cm) 100 centimetres = 1 metre (m)
1000 metres = 1 kilometre (km)

Draw a vertical line.
Make it two cm. long.
Call the middle point 0.

Write A at the top of this line.
Write B at the bottom of this line.
Draw a horizontal line across AB.
Let it cut AB at O.
Join A and B to the left end of the horizontal line.
Join A and B to the right end of the horizontal line.
From B draw another vertical line. Make it two cm. long. Draw a circle at the end of this line.
Show your drawing to your teacher.

III. Measure these lines in centimetre (cm). Write the measurements under them

IV. Write out two sets of instructions for drawing these figures.

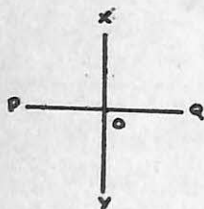



Figure — I

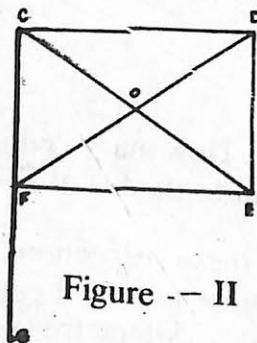
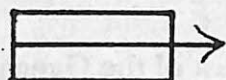



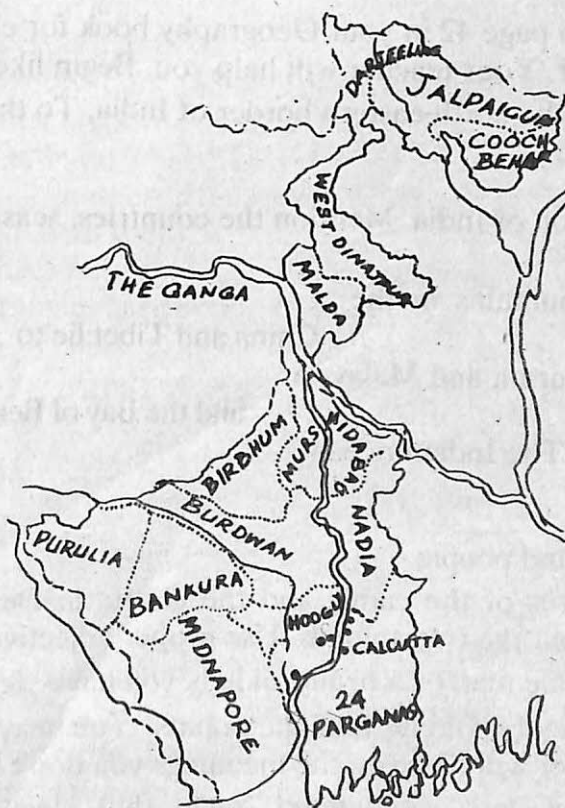
Figure — II

V. Write the meanings of the following in your mother-tongue.

horizontal left
vertical right.

VI. (a) Learn

across — at — between

(b) ● – One ◐ – half ◖ – half

Reading Maps This is from your Geography book for Class V. Study this map.

1. Label these rivers. One has been done – the Ganga, the Damodar, the Subarnarekha, the Teesta.

2. Ask your friend these questions

(i) How many districts lie to the north-east of the Ganga ? Name them.
(ii) How many districts lie between the Ganga and the Damodar ? Name them.
(iii) What districts lie between the Ganga and the Teesta ? Name them.
(iv) What districts lie between the Ganga and the Padma ?
(v) How many districts lie between the Damodar and Subarnarekha ?
(vi) Does the whole of Cooch Behar lie to the east of the Teesta ?
(vii) Does the whole of Jalpaiguri and Darjeeling lie to the east of the Teesta ?
(viii) Is Sikkim to the north or to the west of Darjeeling ?
(ix) Is Nepal to the west or to the north of Darjeeling ?
(x) Where are Bangladesh and Assam ?

3. Look at the map on page 42 in your Geography book for class V. Describe the position of Manipur. Your teacher will help you. Begin like this —

Manipur is on the north-eastern border of India. To the east of Manipur is Burma ....

4. Describe the position of India. Mention the countries, seas and mountains. Fill in these gaps —

There are mountains in the .... and seas and oceans .... China and Tibet lie to .... and Bangladesh, Burma and Malaysia .... India. The Arabian Sea .... and the Bay of Bengal .... The Indian ocean ....

Describing things and people

1. Look at the pictures of the camel and the giraffe in Describing people and animals. Write about the two animals. Use proper adjectives to describe them.
2. Describe a handsome man or a beautiful lady you have seen.
3. Describe your school building and the rooms. You may use some of these words. Your teacher will give you the meanings you don't know.

big, small, old, new, dark, well-lighted, bright, dull, clean, dirty, neat, untidy, stuffy, airy

4. Fill this neatly :

First name ....
Surname ....
Home address ....
....
....
Address of school ....
....

5. Answer these questions.
   (i) What's your nationality ?
   (ii) How old are you ?
   (iii) What do you do ?
   (iv) Where do you study ?
   (v) Where do you live ?
   (vi) How many brothers and sisters have you ?
   (vii) What's your favourite game ?
   (viii) How tall are you ?
   (ix) What's the weather like today ?
   (x) What's the date today ?
   (xi) What's the time now ?
   (xii) What's your favourite subject ?

The Moon

Oh, look at the moon!
She is shining up there;
Oh, mother, she looks
like a lamp in the air.

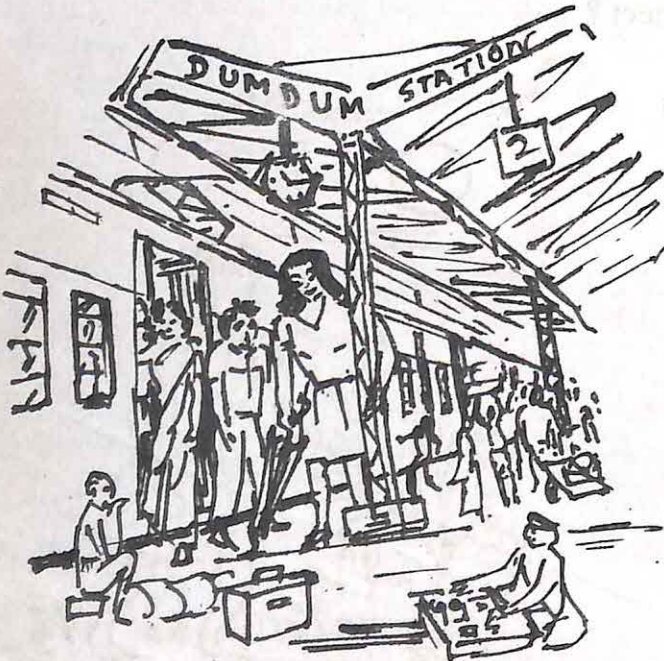
Last week she was smaller,
And shaped like a bow,
But now she's grown bigger,
And is round as an O.

Rain

The rain is raining all around,
It falls on field and tree,
It rains on the umbrellas here,
And on the ships at sea..

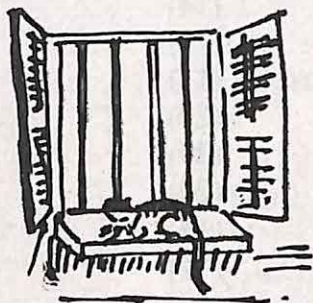
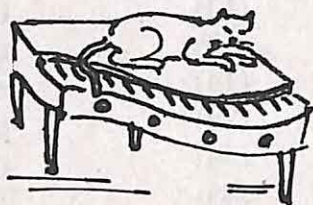
Waiting

We're waiting at the but stop,
We're getting on a bus,
We're sitting behind the driver,
The driver's in front of us.

We're getting off the bus now,
We're walking in the rain,
We're going to the station,
We're getting on a train.

The train is in the station,
Our journey is at an end,
We're getting off the train now,
We're looking for our friend.

She's waiting on the platform,
She's standing under a clock,
She's holding a black umbrella,
And wearing a yellow frock.

Cats Sleep Anywhere

Cats sleep
Anywhere,
Any table,
Any Chair,
Top of piano,
Window ledge,
In the middle,
On the edge,
Open drawer,
Empty shoe,
Anybody's
Lap will do.

Filled in a
cardboard box
in the cupboard
with your frocks –
Anywhere !
They don't care !
Cats sleep
Anywhere

— Eleanor Farjeon

Vocabulary List

Words	Lessons
A	
abdomen	(23)
absent	(46)
accounts	(31)
across	(12)
add	(12)
aeroplane	(22)
again	(30)
against	(30)
ahead	(50)
airy	(50)
alone	(48)
along	(44)
aloud	(17)
ankle	(23)
anna	(45)
another	(18)
answer	(20)
ant	(14)
arithmetic	(46)
arm	(23)
arrive	(39)
ask	(16)
ass	(13)
at	(39)
attend	(46)
aunt	(35)
autumn	(42)
axe	(15)
B	
baby	(12)
back	(27)
bad	(12)
bag	(12)
banana	(20)
bank	(18)
bay	(12)
bed	(13)
bee	(13)
bell	(14)
below	(29)
beside	(44)
between	(45)
big	(14)
bird	(14)
blackboard	(17)
block	(20)
blood	(20)
blue	(20)
bob	(12)
body	(12)
boil	(29)
book	(17)
boots	(32)
border(s)	(44)
bottles	(32)
bottom	(28)
bowl	(29)
boy(s)	(12)
break	(45)
breakfast	(43)
breeze	(20)
bridge	(31)
bright	(42)
bring	(31)
brother	(31)
bug	(13)
build	(31)
building	(31)
bunch	(48)
bus	(27)
bushy	(21)
business	(32)
bus stop	(19)
busy	(39)
C	
cabbage	(45)
calendar	(24)
camel	(21)
canteen	(43)
cap	(13)
capital	(16)
car	(13)
careful	(50)
carpenter	(31)
carry	(44)
cat	(14)
centre	(20)
chart	(33)
check	(19)
cheek(s)	(23)
child	(31)
children	(34)
cinema	(26)
circle	(24)
circular	(24)
class	(14)
claws	(21)
clean	(17)
clerk	(31)
climb	(47)
clock	(38)
clouds	(20)
cloudy	(42)
coconut	(44)
coin	(45)
cold	(42)
collect	(23)
college	(34)
come	(14)
command	(28)
compounder	(31)
connect	(29)

Words	Lessons
moon	(24)
mosquito	(23)
mouth	(21)
move	(31)
much	(45)
N	
name	(16)
nationality	(36)
near	(36)
nearby	(48)
neck	(21)
nephew	(35)
new	(25)
newspaper	(49)
next	(27)
nice	(47)
niece	(35)
nine	(15)
nineteenth	(40)
noon	(39)
north	(18)
north-east	(19)
north-west	(19)
nose	(14)
note	(45)
now	(17)
number (n&v)	(12)
nurse	(31)
O	
occupation	(36)
ocean(s)	(50)
o'clock	(38)
office	(46)
oil	(45)
one	(15)

Words	Lessons
open	(14)
opposite	(18)
orange	(20)
order	(29)
others	(36)
our	(31)
out	(17)
oval	(24)
owl	(16)
oxen	(32)
P	
paddy	(44)
page	(17)
pair	(48)
paise	(45)
pan	(29)
papaya	(45)
parents	(48)
park	(18)
part	(23)
partner	(21)
party	(36)
past	(38)
pattern	(24)
pavement	(17)
pay	(45)
pea	(45)
peg	(13)
pen	(14)
people	(46)
period	(46)
person	(32)
pick	(16)
picture	(20)
piece	(24)
pig	(14)
pilot	(34)

Words	Lessons
pistol	(32)
pitch	(24)
place(s)	(30)
plan	(26)
plant	(33)
plate	(32)
please	(17)
plough	(32)
plural	(17)
pocket	(28)
policeman	(31)
pond	(19)
position	(50)
possible	(50)
postman	(31)
post office	(19)
potato	(45)
potter	(31)
pour	(29)
prepare	(43)
prices	(45)
professor	(34)
punish	(41)
put	(14)
puzzle	(12)
pyramids	(24)
Q	
quarter	(38)
queen	(15)
questions	(20)
queue	(15)
quiet	(37)
quite	(49)
R	
rabbit	(22)
radio	(37)

Words	Lessons
railway	(26)
rain	(42)
rainy	(42)
read	(12)
rectangle	(24)
red	(20)
remember	(28)
report	(42)
reporter	(36)
requests	(28)
rest	(41)
rice	(29)
right	(16)
right angle	(25)
road	(17)
rod	(13)
round	(24)
routine	(43)
row(s)	(12)
run(s)	(22)
rupee	(45)
S	
sail	(20)
school	(18)
science	(46)
sea	(20)
seed	(13)
sell	(31)
semi-circular	(24)
sentence	(17)
servant	(49)
serve	(29)
seven	(15)
seventeenth	(40)
shapes	(24)
sharp	(21)
shelf	(48)

Words	Lessons
ship	(20)
shoe	(16)
short	(21)
shut	(17)
silently	(39)
sing	(37)
sister	(31)
sit	(14)
six	(15)
sixteenth	(40)
sizes	(24)
sky	(20)
slow	(39)
slowly	(19)
small	(21)
soil	(49)
soldier	(31)
some	(44)
son	(32)
south	(37)
south-east	(19)
south-west	(19)
spend	(47)
spinach	(45)
spoon	(29)
spot(s)	(21)
spring	(42)
square	(24)
squirrel	(21)
stadium	(24)
stagnant	(23)
stamp	(46)
stand	(14)
star	(24)
start	(43)
station	(18)
stay	(34)
steel	(33)

Words	Lessons
stethoscope	(32)
stick(s)	(16)
still	(23)
stir	(29)
stop	(27)
stormy	(42)
story	(34)
stove	(29)
straight	(16)
street	(27)
stripes	(21)
strong	(21)
student	(31)
studious	(37)
study	(43)
stuffy	(50)
sugar	(29)
sum	(46)
summer	(42)
sunrise	(49)
sweep	(44)
swim	(47)
T	
tail	(14)
tailor	(31)
take	(17)
talk	(17)
tall	(21)
teach	(31)
teacher	(12)
teapot	(29)
teaspoon	(29)
teeth	(21)
tell	(27)
ten	(15)
tent	(14)
tenth	(17)

a b c d e f

g h i j k l

m n o p q r

s t u v w x

y z

A B C D E F

G H I J K L

M N O P Q R

S T U V W X

Y Z

1 2 3 4 5 6 7 8 9 0

Teacher's Manual

A WORD TO THE TEACHERS FROM THE TEXTBOOK WRITERS

A NEW APPROACH

This new approach used to present the English language is very different from any attempted in the past. This needs explanation. As fellow-teachers, some of us have been worried about the fact that English is now going to be introduced at a later stage in a child's school-life than hitherto. We have wondered how the same standard is to be reached at the Madhyamik level if the time available for teaching is shortened by as much as three years. But then, the cognitive maturity of the learners has been an advantage. We have tried to write this book keeping the above fact in mind — the fact that older children will need more intellectual stimulation to do the same basic routine learning than their younger friends do.

THE TEXTBOOK

As you look at the pages of the textbook you will find that it is more like a collection of tasks, puzzles and games rather than a conventional series of grammar and structure lessons. You will note, too, that there is more freedom of presentation and language usage than previously. For you, the task should be easier because the constant need to refer to a particular list of structures and phrases for each lesson is no longer there. You will find yourself enjoying this freedom and automatically passing on this sense of enjoyment to the students as well.

Not to depart too much from the familiar old syllabus, we have retained it, but grouped the separate items according to their natural co-occurence in usage. Thus, verbs, phrases and structures, likely to occur most often together since they depict or express certain actions/notions etc., have been kept together.

You are free to use other phrases/structures as you like, but must ensure that the particular ones, which are the target for that lesson, are used frequently during presentation.

Further try to be as natural as a possible, for naturalness of presentation is catching. For example, keep the old structural item "What's this .... It's a ....", but present it in a new way naturally. This is, instead of showing a well-known article like a pencil and making teenage children ask the bookish way for its name, why not put the pencil in a paperbag and make a guessing, feeling game out of it ? So that, as in real life, a person would naturally have to ask "What's this ? when feeling an object through a paper covering and have to say "It's a pencil" when he finally catches a glimpse of it.

The philosophy behind our decision to use this new approach is that enjoyment is as much essential to learning as a sense in the learner that success depends more on him/her than on the teacher. That the teacher depends on the students to make the lesson successful is a realisation that will please them most. We should like to capitalise on this. The tasks are child-oriented; you are there as a guide rather than as a constant performer.

THE PREPARATORY LESSONS

You will also notice that the first lesson on textbook is called Lesson 12. This is because the first eleven lessons are meant to be covered by you orally. Please ensure that all preparatory oral lessons are done thoroughly before introducing the text. These lessons have been included in this manual. The main objective of these lessons is to give the learners an opportunity to listen to the language and also to speak it a little before the textbook is taken up with them.

Through these units the students learn to comprehend directions first given by the teacher and then by their classmates, as well as to carry them out.

Through these units the students are also introduced to the letters of the alphabet, both capital and small, and also helped to read three-or four-letter words. So, when the students actually take up the textbook after these eleven lessons, they should have no difficulty in reading on their own the first four lessons.

These lessons also introduce structural and grammatical elements in the process of doing.

Each of these lessons has a task for individual students and through these it will be possible for the teacher to assess the intake of every learner. The imaginative teacher, of course, has the right to change things, provided the aims of the lessons are kept in mind.

THE LESSONS IN THE TEXTBOOK

The first six lessons

After the preparatory lessons, the students move on to handle the textbook itself. The following points should be kept in mind at this time.

These lessons are reading lessons and there is no intention to teach anything else.

The directions given in each unit of a lesson in the textbook will be understood by the students because they will have carried them out for more than two weeks by this time. But they may not be able to read all the directions. So the teacher should read the directions where necessary without translating them, for translation will defeat the very objective of the lessons, that is, the development of the ability to comprehend directions. If, however, understanding these directions still appears doubtful, students may be asked to translate or say what they are directed to do. There will always be some good students who can do this.

The puzzle should interest the students and they should be done by them independently like the initial reading units. Help may be given only when necessary. Words like 'across' or 'down' or 'now' should not confuse them because they have already heard and used them.

Supervision of work is extremely essential. The teacher will have to be on his toes checking the reading of individual students, especially the weaker ones.

If time does not permit, the handwriting unit could be done at home. They should be told to follow the directions (arrows) given in the letters themselves. Note that the students learn to write in the proper manner when they are introduced to the textbook. Good handwriting should be encouraged at this stage.

The meanings of words may be given in the vernacular only when the students fail. Pictures and actions may also be helpful.

The fifth and the sixth lessons in the textbook enable the students to read more directions (imperative sentences). They ought to do it fairly easily, for they have already heard and spoken these sentences in the preparatory lessons. The teacher should correct their pronunciation and stress. (This entails correct pronunciation on the part of the teacher.) The exercises after the reading unit should be done by the students on their own. The teacher may read out the instructions to them, if necessary, and ask them to translate.

THE OTHER LESSONS

In all there are 50 lessons, including the preparatory and the revision lessons. All 50 lessons must be covered during the academic year. Any incomplete task should be given for completion as homework. A few of these lessons may have to be completed in two periods. It has been calculated that a maximum of 75 periods may be necessary to complete the textbook. With a minimum of 100 periods a year there is no reason why these lessons cannot be completed if the learners are encouraged to work on their own gradually, after they have been taught to read well first. There will still be ample time left for more revision work of the type given in the last lesson.

USE OF THE MOTHER TONGUE AND GRAMMAR

Feel free to use the mother tongue as and when necessary but please minimise the necessity. Meanings of new words may be given in the mother tongue in every new lesson. There is a basic grammar section for ready reference and practice in this manual. You will notice that the grammar and sentence patterns included in this section relate to the language presented for acquisition of the learners in these fifty lessons. It will aiways to advisable to help the learners to learn to use the language first and then present the grammar where necessary.

READING AND WRITING

Reading aloud in the initial stages, when they are beginning to learn to read, particularly dialogues, will be necessary, but gradually the focus should be on silent reading. Before the learners are directed to read silently, the meanings of new words in the lessons should be given. Longer passages for reading are to be found towards the end. Learners should be able to answer all the questions that follow. Avoid answering questions for them. We want them to read and understand what they read.

Clear, correct and distinct writing should also be encouraged from the beginning. There are tasks for individuals and groups (or pairs) in every lesson and it is imperative that they are done by the learners themselves with minimum help from the teacher and corrected everyday.

Note : There are many exercises in the text where the students will be required to write. Please see that they write in pencil and erase after correction so that these books may be used by their brothers and sisters later. Students should be taught to correct exercises on their own as far as practicable. Extra exercises may be framed for advanced learners whenever necessary. However, the main objective to achieve by the end of Class VI is fluent, spontaneous communication in English. Accuracy will gradually follow. Psychologically, the effect will be great if the learners find themselves capable of using English when necessary at the end of Class VI.

EXAMINATION

We should like to assure you that along with the syllabus, the new text and the new methodology, the examination pattern will also change. Obviously the old patterns cannot fit the new methods. You have been given sample questions and answers in this manual to enable you to prepare the children.

CONCLUSION

Analysed in detail you will find that the main thrust of the new approach is in doing away with the boredom which comes from mere mechanical Note-learning. Enjoyment and the sense of achievement that comes from solving problems are the two elements which ought to play the most important part in this new approach. This has been tried out in several schools and has proved successful.

We want our children to succeed in using English as soon as possible and learn enough to enable them to acquire a working knowledge of the language. Encourage the children to help you to help them. You will be amazed at what the resultant bridging of the gap between the generations and the two sides of the desk will do in terms of your daily relationship with them.

Remember, in order to achieve an informal, communicative approach in your teaching, your confidence in your own use of English must be strengthened. Keep a copy of the Advanced Learner's Dictionary of Current English with you or in your school library. It will correct your written and spoken usage if you need a reference. It is not possible to be wholly natural/correct when using an alien tongue; but accuracy of structure is possible with constant watchful practice and as for pronunciation, intelligibility within your usual professional/social circles should be adequate. The following guidelines may be helpful in improving your pronunciation.

POEMS AND RHYMES

There are a few rhymes and poems. Students ought to comprehend these by themselves at a later stage. They should be helped to read them properly so that they get an idea of the stress and rhythm of verses.

PRONUNCIATION AND STRESS

Word stress : Pupils should be made to stress words properly from the very beginning. They should know which syllable in a word is stressed. Sometimes more than one syllable is stressed. The best guidance for this is to be found in a good dictionary.

Example : before; second; headmaster

SENTENCE STRESS

Not all words in a sentence are stressed in English. Normally pupils tend to stress every syllable of a word and all the words in a sentence. As a broad and general rule, it should be kept in mind that structural words are not normally stressed except to convey certain attitudes and meanings.

Example : 'This is a pen. 'Where are your \books ?

I am 'looking at the \picture. 'What are you 'looking at ?

At this stage, when a sentence is spoken, the two basic tunes should be practised : the falling tune and the rising tune. In the falling tune, the voice falls on the last stressed syllable. The voice rises on the last stressed syllable in the rising tune.

'Mita is my \sister. 'Didn't she 'know ?

'Who is your \brother ? Is 'this my 'pen ?

The falling tune is used in statements and in questions beginning with a question word like what, when, how and so on. The rising tune is used in questions that can be answered by yes or no, in perfunctory statements and in friendly or reassuring statements.

SOUNDS

There are 12 vowels, 8 diphthongs and 24 consonant sounds in English, whereas there are only 26 letters to represent them. Some of the following may be wrongly pronounced if care is not taken from the beginning, since a letter may represent more than one sound and the same sound may be represented by more than one letter.

(i) the vowel in bed, head and the dipthong in gate and mate.

(ii) the two different vowel sounds in fit and feet.

(iii) the two different vowel sounds in cot and caught.

(iv) the two different vowel sounds in fool and full.

(v) the vowel sound in bird and heard is very difficult for Bengalee speakers of English.

(iv) the two different vowel sounds in but and away; the initial vowel sound in away has the highest frequency of occurrence in English and occurs only in unstressed syllables.

(vii) the diphthongs in dear, chair and poor.

(viii) the initial consonant sounds in year, war, flower, voice and zoo and the medial sound in measure are difficult sounds for Indian speakers of English.

(ix) the initial consonant sounds in shame and same are difficult for some speakers.

The Advanced Learner's Dictionary of Current English (O.U.P.) is a good guide book in this area.

Constant oral practice, frequent correction of essential items and an encouraging and positive attitude on the part of the teacher mean a great deal to the student. Remember, it is often useful to check whether a pupil can at least hear the difference between the correct and the incorrect pronunciations; only then can he/she produce. There are many possible and enjoyable ways of checking listening comprehension.

Drills and Tests in English Sounds by LA Hill is useful in dealing with this problem.

SYLLABUS

Functions ordered according to natural complexity/ classroom feasibility.

CLASS VI **SYLLABUS**

Function	Structures	Example
1. a) Carrying out directions	Verb + adverb + please	Come here please
	Verb + adv. particle	Stand up.
	V + a/an + count noun	Take a pen.
b) Performing simple actions	V + the + noun	Clean the blackboard
	V + my/his/her + noun	Hold my umbrella.
c) Drawing maps	(N/Pronoun)	
d) Giving directions	V + O + adverb	Put it there.
	V + to + Np	Walk to the table.
	V + O + in/on/under near + NP	Put it on the table.
2) Performing more Complex action	V + the + ordinals + NP	Take the first book
	V + from + Np + to + NP	Walk from the table to the window.
	V + O + O	Bring me John's book
	V + pronoun + to + NP	Give it to Ram
3) Warning	Don't + V	Don't talk
	Don't + V + there	Don't sit there
4) Playing guessing games	Wh questions	What is this/that ?
		Where is Ram ?
5. a) Asking for information about colour, shapes, sizes, identity, family relationships, location etc.		It is blue
		It is rectangular.
	What colour ?	
b) Giving above information	It is a	It is a large house
	It is a/the/adj/NP	He is a doctor
		He is a good doctor

6)	Getting acquainted	I am/you are/comes from	He comes from Punjab
7. a)	Describing daily activities.	Simple present/Has	He works in Delhi
b)	Describing habits and appearances of animals	Connective 'and'	Mr. Bose has a car He and his wife go out ....
8)	Interpreting class/bus/train time tables.	Time, Days of the week, months, from/to Numbers	The train leaves Howrah at .... We study History from ...... to ....
9)	Asking for information	Questions (using do/does)	What does he do ?
10)	Describing unseen activity	Present Continuous 'Still'	Mohan is absent He is still helping his mother.
11)	Stating facts or giving information about the past	Simple Past form of be	He was twelve last December
12)	Stating facts or giving information about the future	Simple Future form with shall and will	He will be twelve in December.
13)	Expressing wish/ desire/likes/ dislikes	V + infinitive	I want to be a doctor. I like to paint.
14)	Talking about the weather	Question and answer forms in the three tenses (Simple forms)	What was the weather like last week ? It was very hot/windy/ cold etc.
15)	Asking for/giving information about number/prices/ amount	How much ? How many ?	How much will it cost ? (It will cost) Rs. 10.00 How many boys are there in your school ? (There are) five hundred (boys)

Lessons

These preparatory lessons (11) must be done orally before the students start reading from their textbook. These eleven lessons may be split up into more lessons if necessary.

Introductory Lesson — 1

Carrying Out Directions

AIM : Listening Comprehension — Students to respond to requests made by the teacher or directions given by him/her.

Language : VERBS to be introduced : stand up, look, sit down, put, take, go, come, write, draw, open, shut.

ARTICLES to be introduced : a, the.

PREPOSITIONS to be introduced : above, below, on, at, to, of.

RECOGNITION OF LETTERS : a, b, d, o, g, y.

NOTE : The teacher may convey to students in the vernacualr what he/she intends to do. (Meanings of Verbs may be given at this stage) Students must make an effort to understand. Mother tongue should not be used after the introduction. Gestures may be used to get across meaning whenever necessary. The teacher must create a natural situation and make requests politely and not command the students. Tell the students to be alert. Anyone may be called upon to do something.

There will be slow response at first, but gradually the teacher must encourage the students to respond more quickly. Names of students or groups should be added where necessary.

PRESENTATION : to class, groups and then individually.

1. Stand up, please.
2. Sit down, please.
   Put your bag down.
   Take out your pencil.
   Put it on your desk.
   Take out your exercise book.
   Put it on your desk

(indicate with gesture where necessary.)

3. (i) Come here, Sunil.
Take this piece of chalk (teacher to give it to the student).
Now draw a line.
To Class : What's this ?
Students : A line.
Now write 1 (one) below the line (the teacher to indicate 'below' with hands or in any other way if a student fails to comprehend).
Thank you. Go back to your seat.
To Class : What's below the line, boys/girls ?

(ii) Come here, Soma.
Write 'a' at the beginning of the line.
Now write 'b' at the end of the line.
(Show letters 'a' 'b' if not known. Indicate 'beginning' and 'end', if necessary.)
Thank you. Go back to your seat.
To Class : What's at the beginning of the line, boys/girls ?
What's at the end of the line ?

(iii) Come here, Anil.
Take a piece of chalk.
Now draw a line above line 1 (Indicate 'above' with gesture).
Write 2 (two) below this line.
Thank you. Go back to your seat.
To Class : What's below this Line ?

(iv) Come here, Bula.
Take a piece of chalk.
Write 'd' at the beginning of the line.
Now write 'o' at the end of the line.
(Show letters, if necessary)
Thank you. Go back to your seat.
To Class : What's at the beginning of line 2 ?
What's at the end of the line ?

(v) Come here, Tarun.
Take a piece of chalk.
Draw a line above line 2 (indicate 'above' with gesture).

Write 3 (three) below the line.
Write 'g' at the beginning of the line.
Write 'y' at the end of the line.
(Show letters, if necessary)

3

To Class : What's at the beginning of line 3 ?
What's at the end of the line ?
What's below line 2 ?
What's above line 2 ?
What's below line 3 ?
What's above line 1 ?

APPLICATION or TASK (to be done individually).
Open at page 1 of your exercise book (show, if necessary).
Take your pencil.
Draw a line.
Write 4 (four) below the line.
Write 'd' at the beginning of the line.
Write 'o' at the end of the line.
Now, draw a line above line 4.
Write 5 (five) below the line.
Write 'g' at the beginning of the line.
Write 'y' at the end of the line.
Now, draw a line below line 4.
Write 3 below the line.
Write 'a' at the beginning of the line.
Write 'b' at the end of the line.
Look at the blackboard. Correct.
(The teacher to go round and check quickly.)
Now, shut your book. Put your pencil on your desk.

g ———— 5 ———— y
d ———— 4 ———— o
a ———— 3 ———— b

Sit straight. Thank you.

(Verbs used : stand up, sit down, put, take, come, go, draw, write, look, open shut, correct.

Others : above, below, beginning, end.
Question : 'What' question.)

Introductory Lesson – 2
Carrying out directions

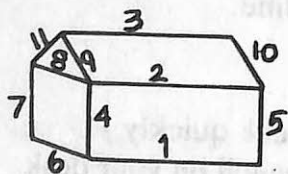
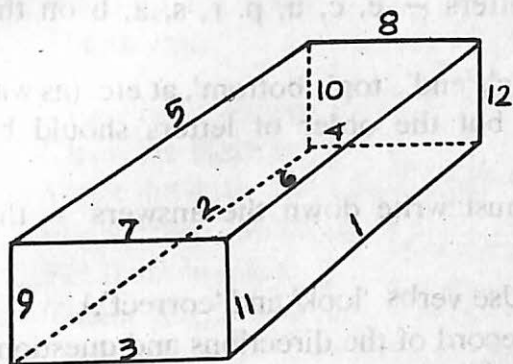
AIM : Carrying out directions learnt in Lesson 1 with the following Verbs : Stand up, sit down, put, take, come, write, draw, go, open, shut, look.

LANGUAGE : New Verbs : touch, feel.
Prepositions : to, on, of, at.
Others : top, bottom (beginning, end)
Articles : a, an, the.
Recognitions of letters e, c, u, p, r, s.

Note : Please refer to note given in Lesson 1. Avoid using the mother tongue after the introduction. Students respond to requests as before. After the introduction and preparation a testing stage must follow (as in Lesson 1).

PRESENTATION : To class, different groups and then individuals.

1. Sit down, please.
Put your bag down.
Take out your pencil.
Put it on your desk.
Take out your exercise book.
Put it on your desk.
Put your right hand on your head.
Put your left hand on your head.
Put them down.
Open your eyes.
Shut your eyes.
Touch your book/bag/desk etc.
Feel your pulse/forehead.

2. Look at this figures on the blackboard (point)..
Look at these letters : e, c, u, p, r, s (name them if the students can't).

Note to teacher :

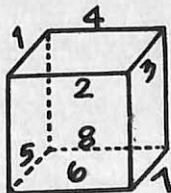
(i) The diagram should be on the blackboard if the teacher cannot draw quickly.
(ii) The lines should be numbered.
(iii) The letters are to be inserted by the students later during the lesson.
(iv) An easier diagram may be used.

Come here, Lina. (individuals to be called to the blackboard and asked to carry out directions)

Look at the figure. Look at lines 1, 2, 3 etc.
Now write 'e' at the beginning of line 5.
Write 'c' at the end of line 5.
Write 'p' at the top of line 11.
Write 'u' at the bottom of line 11.
Write 's' at the top of line 12.
Write 'r' at the bottom of line 12.
(Ask to insert 'a' and 'b'. Use 'beginning' and 'end'.)

3. Now ask questions :
What is at the beginning of line 1.
What is at the end of line 1.
What is at the top of line 10 ?
What is at the bottom of line 10 ?
(Go on asking groups or rows and then individuals.)

TASK : (to be done individually)

1. Students should be given a similar diagram (big) — perhaps with a square shape (carbon copies possible).

(i) Ask the students to insert these letters – e, c, u, p, r, s, a, b on the diagram.
The teacher should repeat 'beginning', 'end', 'top', 'bottom', at etc. (as was done in the preparation unit (2), but the order of letters should be different.)

(ii) Ask questions as in 3. Students must write down the answers – the letters.

(iii) Students correct with the teacher (Use verbs 'look' and 'correct'.)
(The teacher must keep a written record of the directions and questions to be able to check quickly at the end.)

Introductory Lesson – 3

Performing more simple actions.

AIM : Performing simple actions – real and imaginery. (mimic actions)

LANGUAGE : New Verbs : Clean, hold, wipe, comb, brush, bend.
Structure : Verb + Object, Unique 'the', Preposition 'in'.
Letter recognition : t, h, l, j, m, n, l.
Revision : Items done in Lessons 1 and 2.

Note : Inform learners about the day's lesson. Introduce the verbs in their mother tongue. Tell them to respond to the direction given by you and also inform them that they must pretend to perform certain simple actions (mimic actions) e.g. Combing hair.

PRESENTATION

1. To class, different groups and individuals:
Stand up, please.
Hold your head up.
Stand straight.
Hold your hands up.
Bend down.

Touch your knees (show knees)
Stand up. Sit down
Thank you.

2. Come here, Ratan.
Clean the blackboard.
Write the date (show how to write).
Draw seven circles (show circles, if necessary).
Put them in a line.
Thank you. Go back.
(The teacher puts the letters —(t), h, i, j, m, n, l inside the circles :

Go there, Ruma. (The teacher must stand at the back of the class and point to the blackboard and say)

Go to the blackboard.
Show me 'm'.
Show me 'l' (the teacher to indicate if no one can show)
(Other students to be called up and asked to 'show' or 'point to' other letters until they can recognise all.)
Clean the blackboard, Kunal.
Thank you.

3. Do what I tell you to do (may be said in the vernacular).
To class, groups and then to individuals.

(i) Hold your pen(s) up.
Put it (them) down.
Hold your right hand(s) up (show 'right').
Put it (them) down.
Hold your left hand(s) up (show 'left').
Put it (them) down.

(ii) Brush your teeth (show 'teeth', indicate 'brushing' if necessary)
Comb your hair (indicate, if necessary).
Bend down. Put on your shoes. Stand up. Sit down.
Sit up.
Wipe your face (show 'wipe' and 'face' if necessary).
Wipe your hands.

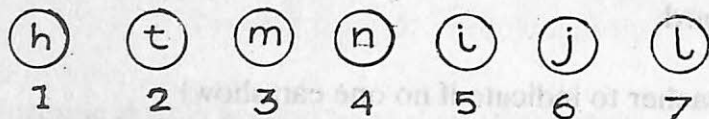
Wipe your legs.

TASK : (to be done individually)

Take out your exercise book.
Put it on the desk.
Take out your pen.
Put it on the desk.
Open your exercise book.
Write the date.
Draw seven circles (show a circle)

Note if students are able to carry out directions.

The teacher also draws seven cirlces again on the blackboard and puts in the letters and numbers them like this

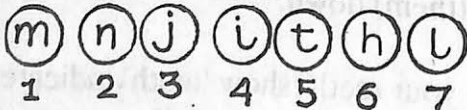
(h)	(t)	(m)	(n)	(i)	(j)	(l)
1	2	3	4	5	6	7

(Students number the circles, but don't write the letters.)

Put numbers under the circles
now write 'm' in circle one.

Write	'l'	"	"	seven.
"	'h'	" "	"	six.
"	'n'	"	"	two
Put	'j'	"	"	three.
"	'j'	"	"	three.
"	'i'	"	"	four.
"	't'	"	"	five.

Students carry out directions. Note the different order.

Now correct from the blackboard

(m)	(n)	(j)	(i)	(t)	(h)	(l)
1	2	3	4	5	6	7

Introductory Lessons 4 and 5

Performing simple actions and giving directions.

AIM : (i) Listening Comprehension — Students to respond to requests made by teacher or directions given by him/her.

(ii) Students to respond to requests made by their classmates.

LANGUAGE : (i) Revision of Verbs done + bring, walk, look out, read, show, point.

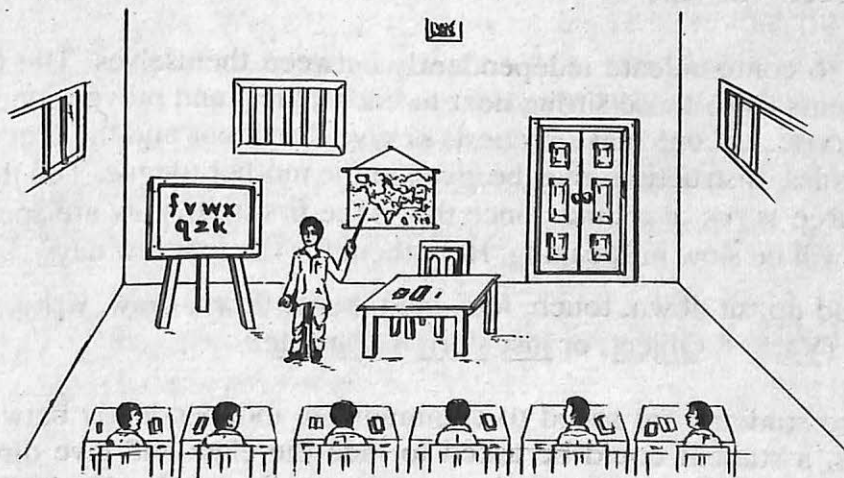
(ii) Article : The use of 'the' introduced in the last Lesson — used before words like blackboard, ceiling etc (before nouns of which there is only one in that room), before words like 'sun' 'moon' and before Ordinals — the first, the second etc.

(iii) Recognition of the letters — f, w, v, x, q, z, k.

Note : The teacher can give meanings of new words introduced and the use of the in the mother tongue.

PRESENTATION :

1. Sit down, please.
   Bina, show me the ceiling, please.
   Rana, show me the floor, please.
   Mita, show me the door, please.
   } Show ceiling, floor, door, (if there is only one, otherwise not).

2. Come here, Sudip. Clean the blackboard. Take a piece of chalk. Now draw the moon on the blackboard. Good.
   Thank you. Go back to your seat.
   Lila, walk to that window, please.
   Look out of the window, please. Can you see the sun ?
   Point to the sun (if the sun is there). Thank you Go back to your seat (repeat only of the sun is there).

3. Look at the picture on the blackboard. (The teacher to draw, or have a big picture)

4. To class (to call up individual students)

   What is this ? A room — a class room. Rita, come here. Bring a ruler. Look at the picture. Point to the blackboard. Show us the (teacher's) table. Show us a desk (indicate 'us'). Show us another desk. Show us a window. Show us another window. Point to the teacher. Point to the map. Point to the door. Show us a wall. Show us another wall. Show us the ceiling. Point to the floor. Point to the teacher's chair. Point to the teacher's table. Read the letters on the blackboard (ask one by one). Read the first letter. Read the second etc. (introduce third, fourth, fifth, sixth, seventh. Help the learners to read the letters.)

TASK (this unit may be treated as the fifth lesson) :

1. Take out your exercise book. Open your book. Write the date.
   Draw seven circles. O O O O O O O
   Put them in a line.

   Now write 'f' in the first.
   Now write 'v' in the second.
   Now write 'x' in the third.
   Now write 'q' in the fourth.
   Now write 'w' in the fifth.
   Now write 'z' in the sixth.
   Now write 'k' in the seventh.

   (have the picture or drawing on the blackboard so that the learners can see the letters.)

   Now correct. The teacher will write the answer on the blackboard.

2. Students to communicate independently between themselves. The teacher to pair students (with those sitting next to each other) and move round the class and supervise. Let one make requests or give directions and the other respond. Change roles. Instructions may be given in the mother tongue. Tell them to use two or three verbs at a time. Since this is the first time they are speaking, the students will be slow in speaking. Help them for the first few days.

Verbs : Stand up, sit down, touch, feel, hold, bend, down, draw, write, open, shut etc. (Verb + Object, or just Verb + Particle)

Note : Before students are asked to communicate independently between themselves, a student could be asked to face the class and give directions or make requests to another student or group as the teacher has been doing for the first few days. Of course, the teacher will have to prompt the student from time to time.

Homework : Students to be asked to cut out the letters (both big and small) of the alphabet at the end of their textbook and bring them, in two separate paper or plastic bags, to class the next day. Ask them to mount these letters on thick paper or cardboard

Introductory Lesson — 6

AIM : Performing simple actions — responding to directions given by the teacher.

Language : Verbs, Prepositions, Articles, Ordinals (numbers), adverbials, letters done so far.

PRESENTATION :

The teacher to present the letters of the alphabet in the normal order. This should be done with the co-operation of the students.

First Row :

Second Row :

Third Row :

Fourth Row :

(Note : The numbers are to be inserted by the students. Only alternate letters are to be put within the circles — as above.)

Procedure

1. Look at these circles.

Student — 1 Come here, Ramu. Put numbers on the circles. Write 1 on the first circle. Write 2 on the second circle. (See that the numbers are in contact with the circumference, otherwise it will indicate 'above' and not 'on'.) Now write 'b' in the second circle.

Thank you. Go back to your seat.

(The teacher need not bother very much about handwriting at this stage. This will be dealt with in the textbook. The focus is on comprehension.)

Student — 2 Come here, Shanta. Write 3 and 4 on the third and fourth circles. Now write the next letter in the fourth circle. Good. Thank you. Go back to your seat.

(The teacher to call up students and get the alphabet completed. Note that in/on/the and the ordinals are also being learnt through repetition.)

2. Ask students to read (individually).

   Read from a to g
   Read from h to p
   Read from l to t — (Could be sung.)
   Read from u to w
   Read from x to z

3. Read the letter before e
   Read the letter after e
   Read the letter above m — Repeat with other letters.
   Read the letter below m

4. Read all the letters (ask a few students, especially the weaker one)

Application

TASK : (The teacher to see if the students are responding to his/her directions.)

Procedure

1. Take out the small letters (they were asked to cut them out the day before and bring them to the class.)
2. Put them on your desk.
3. Now show me – d, b, p, q, c, e, etc.
   (Students to raise the letters and show the teacher.

or

The teacher may require the student to arrange the letters on their desks in the order (s)he says. When all have been given, the teacher may go round and check the arrangement.

Example : Find 'd'. Put it on your desk. Now find 'b'. Put it next to 'd'. Put it on the right. Find 'p'. Put it next to 'b', and so on ....

Note : The teacher to ask the students to keep these letters carefully in a plastic or paper bag and bring them to the class the next day.

Introductory Lesson — 7

AIM : (i) To acquaint the students with the capital letters of the alphabet. To inform them in the mother tongue that English has two sets of letters and that the big letters are used in special positions. e.g. the first letter of a name or sentence : Come here. Robi Roy.

(ii) Give directions as before.

PRESENTATION : (i) Write the letters on the blackboard in alphabetical order — A B C D E F (with six in a line)

(ii) Ask students to point to letters you say.

e.g. Show me D.
Show me A.
Show me B.

(iii) Ask them to read the letters pointed.

e.g. Read this P.
Read the third letter in the first line.
Read the first letter in the second line.

(Note that they have learnt the ordinals in Lesson 6.)

(iv) Ask individual students to come up to the blackboard. Let them ask other students to show or read the letters not done by you. Tell them to deal with all the letters quickly and give everyone a chance to speak.

APPLICATION : The students have brought the cut out letters [A] [B] [a] [b] Give directions to use them.

(i) Take out your letter bags — The capital letters and the small letters.

(ii) Put the letter bags on your desk.

(iii) Take out the letters from the bags. Put them on your desk.

(iv) Pair the big and the small letters like this — Aa Bb.

(v) Arrange them on your desk.

The teacher to go round and check the work of the students. (S)he also asks the students to (i) Put the letters in the bags again, and (ii) Bring them again the next day.

Introductory Lesson — 8

AIM : Students to give directions — the verbs done so far to be used. To direct individuals or groups.

Note : Production of speech will not be an easy task. The teacher must have observed this in Lessons 4, 5 and 7. Students must be prompted and helped. The mother tongue may be used at times to guide them. The start may be slow but the teacher must make them work faster gradually. Tell the students what they are expected to do.

PRESENTATION : To call up students to give directions.

Example : Student 1 — Samar, come here, please. Take a piece of chalk. Write a big D. Thank you. Go back to your seat, please. (Repeat)

Student 2 — Come here, Anita. Walk down the first row. Come back. Now walk down the second row etc.

Student 3 — Group I, stand up, please. Stand straight. Bend down. Touch your knees stand up. Sit down.

Student 4 — Group II, take out your exercise book, please. Open the exercise book. Write a/b/c/d/e/. Shut your exercise book. Sit straight. Put down your pen. (Repeat all)

Application : Request as many students as possible to give one or two directions. Points could be given (and shown on the blackboard or on a score-sheet) to groups. The directions may be given to individuals (points

will be given to the group he/she belongs to), groups or class. The following Verbs (already done by the teacher) may be used : stand, sit, come, go, take, write, read, open, shut, draw, look, feel, touch, clean, hold, comb, brush, bend, walk, bring etc.

Introductory Lesson – 9

AIM : Same as Lesson 5, but this lesson is to be taken outside the classroom. The lesson is to be dealt with as if it were a game. If there is no playground another lesson may be devised with other verbs.

Language : to introduce negative commands too.
Verbs : run, jump, throw, catch, hop, skip, turn, walk, round.

PRESENTATION : The teacher first commands the students to do something. (Group, class or individuals). The students stand in a ring. The teacher tells them that if an individual student fails to carry out the order given, he/she will be out and will have to stand out of the ring. Play the game (as a trial) for two or three minutes, and then start playing the game quickly. Instructions may be given in the mother tongue at the beginning. Have strings and one or two balls (small), sticks etc.

Procedure : Rina, walk to Shila, please. Don't run.
Individuals : Shila, run to Ruma, please. Don't walk } (Repeat to others.)

Jump over this string, Arun
Jump over this stick, Arun
Jump over this stool, Arun
Jump over this line, Arun } (Repeat to others.)

(Two students could hold a string, a line could be drawn someone could hold a stick etc.)

Soma, throw the ball to Anil, please
Anil, catch the ball, please } Repeat to others.

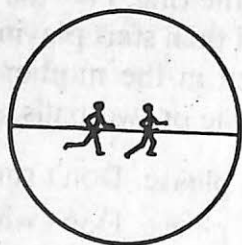
Kumar, hop to Asim, please.
Asim, hop to Gopa, please.
Now hop back to your places.
} Repeat to others.

Samir, run to Nina. Timir, run to Karim. (Repeat to others)

Class : Class, hold your friends' hands. Walk round and round. Stop. Don't talk. Don't hold hands. Put your hands down. Bend down. Touch your knees. Stand up. Mark time. Left,Right. Left, Right etc. Stop. Turn to the Left (or, Right — students must be behind one another). Now run. Don't run. Stop. Jump. Don't jump. Stop. Skip. Stop. Turn right (or left). Face me (the teacher inside a circle.)

Individuals : Rina, hold Shila's hand, please (person next to her/him)
Walk across to Ruma, please ....come back. (Repeat)
Arun, run .... Soma run after Arun. Repeat with others
Catch him .... Don't run — Stop ! ....

Students to give similar commands. The teacher to prompt and help in the initial stage. The teacher should ask as many students as possible to give commands.

Note : Small groups may be taken at a time. Other students can watch until their turn comes.

Introductory Lessons 10 & 11

AIM : Helping students to recognise words and read.

Note : This lesson may take two periods.

PRESENTATION

(i) Word-cards could be made by the teacher and used. e.g. cat bat These could be shown and words read out by the teacher. Later students could be asked to read (to be done slowly in the beginning, but with speed later).

(ii) The blackboard may also be used. Words could be written and rubbed off.

Words : (i) Three-letter words would be convenient for a start.
(ii) Pictures may be used to give meanings or meanings may also be given, if the students do not know.
(iii) The following words may be used.
(Note that the students read the word as a whole)

Vowels : man	pan	can	fan	van	bat	cat	rat	mat	dad
men	hen	ten	pen	red	bed	set	let	peg	beg
pot	cot	hot	dot	dog	god	hop	top	mob	fog
pig	big	dig	sit	fit	bit	did	fin	tin	pin
bee	sea	leaf	seed	key	fee	read	meat	heat	deed
bus	hut	bud	rug	cup	bug	bun	jug	mug	fun
far	jar	car	yard	farm	last	card	star	dark	pass
fur	shirt	bird	girl	work	dirt	curl	curse	curb	herb
put	book	pull	bull	foot	wood	wool	push	good	cook
food	rule	fool	pool	stool	tool	soon	shoe	two	blue
cord	lord	sort	port	cork	talk	corn	stork	sport	soar

Diphthongs hate	gate	late	fate	eight	date	wait
go	know	so	flow	grow	show	low
five	bite	high	tie	my	lie	fly
how	now	cow	bow	down	mouth	vow
boy	toy	coil	boil	point	joy	soil
here	hear	near	dear	deer	ear	fear
chair	there	hair	pair	bear	fare	fair
poor	tour	poor	sure	your	cure	does

Procedure : (i) Words having the same Vowel sound should be written on the blackboard or on flash cards or the common letters of words can be written on blackboard and the uncommon ones replaced to form new words. Keeping changing letters in row 1

1	2
c p m f	an

(ii) The teacher will read the words and students will listen and observe the shapes of the words as a whole carefully.

(iii) Individual students will be asked to read first in their serial order and then at random (as the teacher points). Cards may also be flashed.

(iv) Word games may be played with the letters they have.

Note : It will probably take two or three periods to go through all the vowel and diphthong sounds given above.
Students move on to the textbook after this lesson.

Lesson — 12

This lesson may take two days. The students are learning to read words and sentences that they have already heard and spoken.

ORAL WORK –

Before the students start reading the lesson and working on their own, help them to read naturally and at normal speed.

Step – 1 Write these words on the blackboard or on flash-card and let the students try to read the words. They have already heard most of the words, but have not seen the written form. Ask individual students to read — first, in the order they are written on the blackboard and then in the order you ask them.

Example : Read numbers 10
Read numbers 2
Read numbers 17
Read numbers 7 etc.

1	2	3	4	5	6	7	8	9	10	11	12	13
by,	now,	the,	read,	look,	then,	from,	help,	your,	with,	them,	first,	learn,

14	15	16	17	18	19	20	21	22	23
across,	down,	number,	letters,	words,	these,	teacher,	yourself,	puzzle,	meanings

Step — 2 : Write these sentences and let them attempt to read. Help them to read as naturally as they would read a sentence in their mother tongue. Write only the first part of sentences 1, 2, 4, 5,

Step — 2 : Write these sentences and let them attempt to read, help them to read as naturally as they would read a sentence in their mother tongue. Write only the first part of sentences 1, 2, 3, 4, 5, 6, 9 and 10 in the initial stage and then add the second part later. Let them read in the order given and then ask them to read the sentences they are asked to read. This could be played as a game and points given to groups.

Example : Group — 1	Group — 2.	
Student 1 — Rita, read sentence 4.		
Student 2 — Mohon, read sentence 10.	Rita reads	Mohon reads, etc.

Note : If the student can read, the group gets a point which is to be displayed on blackboard. After a while groups change role. Group 2 direct and Group 1 carries out direction.

Sentence to read

1. Read the letters/down the rows — 4, 5, 6.
2. Read the big letters/across the rows — 7, 8, 9.
3. Match these letters.
4. Read these words/by yourself.
5. Read these words/ with your teacher.
6. Write these letters/ in your exercise book.
7. Write these words/from the puzzle.
8. Learn the meanings.
9. Look at number 1 first.
10. Put the number/on top.
11. Your teacher will help you.

Note : Give meanings where necessary.

TEXT

Step — 1 Pair Work — Pair students and let them do in pairs the task in 1, 2, 3, and 4. Start with a pair and demonstrate to them how they are expected to work.

Example : Student — 1 reads instruction 1
Read the letters across the rows — 1, 2, 3.
Student — 2 — carries out instruction.
Reads — g, d, b, a, y, o — and so on.

Note : (i) Tell them to change roles after every taks and also instruct them not to point and read. It will slso down their reading.

(ii) Instruction may be given in the vernacular in the initial stages. (regarding 'pair work' and other activities)

(iii) Move round and check if they are doing the work but not to interfere too much. Help may be given to slow learners.

Step — 2 A few students may be called upon by the teacher to read aloud the words in the puzzle according to the instruction given (Task 5)

Step — 3 Task 6 — Work out with the co-operation of the calss. Meanings may be given in the mother tongue.

Step — 4 Handwriting may be done at home — insist on neat work. Work of a few students with good handwriting may be displayed in class everyday.

Pronunciation Notes

1. Teachers to consult the following dictionary for pronunciation and stress the Advanced Learners' Dictionary of Current English published by Oxford University Press.
2. The underlined sounds are problem sounds for many learners of English.

   across, letters, first, words, puzzle, (We do not have the 'Z' sound in our languages) good (the 'oo' sound here is a short sound and not a long one as in fool)

Lesson — 13

Reading

Students should be able to read instruction 1—5. Ask individual students to read out the instructions in 1, 2, 3, 4 and 5 to class. Help them to read in meaningful groups of words at a time (as they do in their mother tongue.) They must not point and read.

Example : Your teacher will help you/if necessary.

Note : 'necessary' is a new word and they may not be able to read it.

Read instruction 6 and then make one or two students read.

Comprehension

Ask what the instructions mean. Give meanings if necessary (especially 4 and 6)

Pair Work

Students to work in pairs (as was done in previous lesson) and teacher to supervise.

Handwriting

Homework to be checked quickly with the help of students. Items 7, 8 may be done at home.

Lesson — 14

Procedure — the same as in lessons 12 and 13.

Note : The nouns given in item 2 have the article a before them except for ant and India. Tell them to notice what happens with other nouns later.

Lesson — 15

Pair Work

Item 1 to be done very quickly by students themselves — reading the instruction by one and carrying out the instruction by another.

Item 2 to help students to read the instruction to class.
Write out these sets of letters in proper order.

(a) ask a few students to carry out the instruction on blackboard.

(b) should be done by every student independently in pencil. Remind them to erase after they have checked with the correct answer put on the blackboard (by a student)

Item 3(i) students may give instruction and ask another to read the words.

Example :

Group 1	Group 2
Student 1 — Read the words in line 1	Student 1 — Reads
Student 2 — Read the words in line 2	Student 2 — Reads

Go on in this way and then change roles. Group 2 can give instructions and Group 1 can read. Give points on blackboard. Do this quickly.

(ii) may be done like Item 3(i) change roles.

Group 1 — Group 2

Student 1 — Give the meaning of 'queen' — Student — Rani.

Item 6

4, 5 and 6 — to be done for homework.

Lesson — 16

ORAL WORK (before opening the text book) — 10 minutes

Step — 1 (i) Teacher to say the rhyme with proper stress two or three times 'one' 'two' Put on your shoe.

(ii) Learners to listen

(iii) To ask questions

(a) Pick out the rhyming words. (Make a list on the blackboard)

(b) What are the vowel sounds in the these rhyming words (in vernacular) ?

Example : two/shoe = o o (as in 'fool')
four/door = a w (as in 'law')
six/sticks = i (very short sound)
eight/straight = e i (diphthong)
ten/hen = e (very short)

Note : The students are not likely to pronounce any of these sounds correctly except for the first one. Help them to pronounce, but do not spend a lot of time.

(c) How many words are stressed in each line ? or
How many beats are these in each line ? (in vernacular)

TEXT 30 minutes

Step — 2 (i) Ask a student to read aloud instruction 1
(Pick out someone who will be able to do it)

(ii) Ask another student to read the rhyme

Step — 3 (i) Ask them to give (in brief) the meaning of the rhyme

(ii) Ask them if there are such rhymes in their language. Tell them that such rhymes are called 'Nursery Rhymes'. They are good for fluency drill but don't have much meaning
(In Vernacular and to be done very quickly — in 2 or 3 minutes)

Individual Work

Step — 4 Make students work out items 2, 3, 4 and 5 individually. Before they start working, ask 4 students to read the instruction given and give meaning only if necessary. They may not know the word 'complete'.

Note : Teacher to move round to check if they are working and help them only when they ask for help.

Step — 5 Correct work with the co-operation of the class.

Lesson — 17

Reading

Note that the learners have heard these sentences but have not seen them in print (both the instructions and the reading material).

Item 1

(i) A student or two to read aloud the instruction.
(ii) A student or two to read aloud the Unit.
(iii) Pair students and let them read to each other.

Item 2

(i) A student or two to read aloud the instruction.
(ii) Students to try to give its meaning in mother tongue.

Individual Work

(iii) Students to match all the directions and pictures individually.
(iv) Correct with the co-operation of the students when they finish.

Item 3

Pair Work

(i) A student or two to read instruction clearly and give meaning
(ii) Then they are to work in pirs.

Example : (a) Student 1 says — Read the fourth sentence — Student 2 reads
(b) Student 3 says — Read the eighth sentence — Student 4 reads

Go on this way and then change roles.

Item 4 — Teacher asks students to say the plural forms and draws their attention to the final sounds.

Example :

/z/	/s/	/iz/
girls	ants	noses
boys	kites	fishes
toes		
etc.		

Item 5 — To write out individually. (may be done at home) Ask them what they notice about the spellings in the plural forms. Draw their attention to the 'es'/'s' being added if they don't see it.

Lesson – 18

The new words in this lesson are —

North, South, East, West, opposite, another, crossing and perhaps road

Write these words on the blackboard and let the students read them. Ask them the meanings. If they cannot give any of them tell them.

Individual Work

Items 1–4 (i) Let the students work on their own items 1, 2, 3 and 4. They will not need any help. If anyone does need some assistance, help him/her.

Note : Ask them to write in pencil.

Item 5
(i) Students to make a list on the blackboard
(ii) Teacher to help if necessary.

Lesson — 19

Items 1—4 Students ought to be able to do items 1—4 on their own. Let them work individually. Help them only when they ask for help. They may ask for the meaning of a word or two.

Note : Remind them that they must use a pencil when they write in the textbook

Item 5 Pair Work.

Let students sit in pairs. Ask a student to read the instruction. Ask them what they are expected to do. Explain in mother tongue, if necessary. Let them work in pairs according to the instruction. Do not help unless they ask you to. Ask them to change roles. Every student will have a drawing in his exercise book. Let them check their drawings by themselves. Draw the picture on the blackboard with the cooperation of a few students. Tell them to correct.

Note : Ask them to bring their colour pencils the next day.

Lesson — 20

ORAL WORK

Item 1 (i) Let a student read the instruction and check if they have understood it. Go on asking students to follow the lines and name the colours. Do it in the way given in the example.

(ii) Do this orally. Ask meanings of words like clouds, blood, bananas etc. before you ask the students to answer the questions.

Item 2 Let the students work on their own. All the students may not have colour pencils of their own. Let them share.

Item 3 (i) Read the instruction and the rhyme

(ii) Each student may be asked to read a line of the rhyme.

(iii) Meanings of words like grass, sails, breeze etc. to be asked and given if necessary.

(iv) Draw the attention of the learners to the instruction again and see that they are carrying out the instruction. Move round to check work.

Note : Draw the attention of the learners to the word order in the lines of the rhyme. It's not normal prose order.

Example : Blue is the sky = The sky is blue.

Item 4, 5 Students to read the instructions and work on their own. Meanings of words like label uniforms, clothes, centre may have to be given. Move round to check their work (these items may be done at home and checked in class the next day).

Lesson — 21

PREPARATION : ORAL WORK

Step — 1 Teacher to ask these questions using gestures (or by giving meanings from time to time).

Example : Q. Who is tall in this class ?

A. X is tall/X and Y are tall.

(i) Is Z tall or short ? (ii) Who is very short (iii) Is A fat ?
(iv) Who is thin ? (v) Is B's hair straight ? (vi) Who has straight hair ?
(vii) Is your mother's hair long ? (viii) Who has curly hair ? (ix) Is C's nose short ? (x) Who has a long nose ? (xi) Is your brother big ?
(xii) Who has a small brother ? (xiv) Is D wearing shoes/slippers ? (xv) Is your mother young ? (xvi) Is your grandfather old ? (xvii) Is E beautiful/ handsome ? (xviii) Who has a long pencil ?

Note : (a) These are suggestions. The teacher may refer to other things, but she/he should only use these two question forms, (b) A. B. C etc. should be replaced by names of students.

Step — 2 To deal with the text

(i) Read instruction and words in 1 and check meanings with students
(ii) A student or two to read aloud instruction in 2 and the example given.
(iii) Students to be called upon to describe the other people (6). Let them study the pictures carefully.
(iv) Pair Work

Students to give each other descriptions (as in (iii)). Teacher to move round and check if they are doing it all right. Minor mistakes may be ignored. Students should be allowed to communicate freely.

Item 3 To be done for homework

Item 4 Pair Work

Let them follow the instruction and name the animals to each other, but before students start working, let them repeat the names after the teacher.

Note : 'Crocodile' and 'elephant' are often stressed and pronounced wrongly. Check pronunciation in The Advanced Learner's Dictionary of Current English.

Item 5 (i) (a) A student or two to read instruction and words
(b) Teacher to give meanings where necessary
(ii) Individual Work — students to work on their own. Teacher to move round and to help with meanings of words where necessary.

Note : Draw their attention to the use of and. Give its vernacular meaning.

Answers : (a) given (b) small; busy (c) is a tall; long; spots (d) elephant; large; trunk; tusks; strong; short (e) stripes; fieree; claws (f) tall animal; thin; long (g) fierce, sharp

Lesson — 22

Item 1 (a) Reading — to be read by two or three students. Help them to read in meaningful groups of words naturally. Students should not point and read. Check if they have understood what has been read.

(b) and (c) Individual Work and Pair Work

Students to fill in the gaps and read the paragraphs to their partners.

Correction of the above to the done with the co-operation of the students. Two students who have filled in correctly to read the paragraphs to the class and the rest to correct.
Teacher to help.

Answers : In blanks : (b) a table/the first picture/legs/second picture/ is a boy/ has legs/third picture, there is a/it legs/Yes, it has legs/

(c) Kite/The Kite has/is a dog in/eighth/also has/tail/ninth picture, there is a rabbit/it a tail/Yes, it has a/

Item 2 (a) Reading and Comprehension as done in Item 1 (a) Teacher to draw the attention of the students to the meanings of the following : also, but, different and the use of it.

(b) Individual Work — teacher to go round and check and give meaning of live and hole if necessary.

Item 3 (i) A student or two to read aloud instruction. Teacher to check if they have comprehended the instruction.

(ii) Pair Work — students to describe to each other

(iii) A few may be called up to describe to class.

Item 4 (a) To revise for homework. Draw their attention to the subject-verb agreement — where changes take place.

(b) To be done for homework and corrected the next day.

Lesson — 23

Correction — Correction of homework with the co-operation of students — to be done quickly.

Item 1 (i) Reading aloud by two students.

(ii) To check if the students have understood what they have read. Give meanings where necessary

(iii) To label the insects. Move round and check.
(Note that the fly in Item 2 should also be labelled later)

Item 2 (i) A student or two to read instruction aloud first. Check if they have understood.

(ii) Let them label. Move round and check.

Item 3 Individual Work

Students to read instruction and label the parts of the human body. Meanings should not be given. They can count the letters and squares and fill in. There are other hints.

Item 4 Pair work.

Item 5 (a) Reading aloud by students and checking comprehension.

(b) Individual Work — give vernacular equivalent of still & stagnant.
Move round and check.

Item 6 (i) Teacher to read and explain

(ii) Pair Work — a model to be attempted by a student before class before students start working in pairs.

(iii) Written Work — to be done at home.

Lesson — 24

Item 1 (a) Teacher to read the names of the shapes and students to say after him.
(b) One or two students to read instruction and teacher to check if students have understood the instruction.
(c) Individual Work — teacher to move round and check.

Item 2 ORAL WORK with teacher.

Ask the questions and let the students respond. Help them to use the adjective form rectangular.

Item 3 (i) Read aloud instruction to class, Give them the meanings of new words — pattern, together, cloth, geometrical, different, still, middle etc.
(ii) Let the students read the paragraph silently again.
(iii) Individual work.

Let them fill in the gaps and read the paragraph aloud to class.

(iv) Let the others correct.

Item 4 (i) Teacher to read question. Students to interpret. Teacher to help with the meanings of the following words — pitch, base, stadium, coin, ground etc.
(ii) The students to write the answers — Individual Work.
(iii) Correction of work with the co-operation of the students.
(iv) Homework given in last lesson to be collected for correction.

Lesson — 25

Item 1 (i) (a) Individual Work — putting names in the blank figures.
(b) Reading the names of the figures aloud to class.

(ii) To be read by two or three students. Check comprehension and ask a few students to interpret in the vernacular.

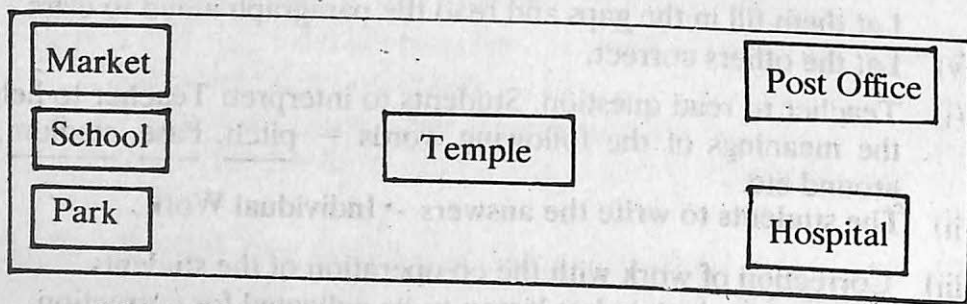
Item 2 (i) Individual Work. Teacher to move round and see if they have any difficulty.
(ii) Correction with the co-operation of students — a few students may be asked to read out their descriptions first and then teacher could write on the blackboard. Students may correct on their own.

Items 3—4 (i) Read aloud instruction and check if the students have understood.
(ii) Individual Work. Teacher to help where necessary.

Lesson — 26

Item — 1 (i) To be read aloud by teacher. Students to listen. No explanation should be given. Students may be given the meanings of a few words that they may not know — e.g. direction, village, inside, market, pond etc.

(ii) Individual Work — Student's to read silently again and carry out directions given and show their drawings to the teacher. This is what they should have drawn. Give them marks.

Mark them on 6. Move round and check.

Item 2 ORAL WORK

Read the instructions and the words. Students to listen. Teacher to ask if they have understood the instructions and to explain only if necessary. They must look at the plan and give six directions as in Item 1. This is how they should do it. The order of presentation may be different.

Example :

(i) Draw a market in the middle of the village (or town)
(ii) Draw a square to the east of the market. Write 'Bank' inside the square.
(iii) Draw a circle to the north of the bank. Write 'Well' inside it.
(iv) Draw a rectangle to the south of the market. Write 'School' on the left and 'Garden' on the right.
(v) Draw a pond to the west of the school..
(vi) Draw a rectangle to the north-west of the market. Write 'Railway Station' inside it.

Item 3 Pair Work

(i) Students to read instruction silently and work in pairs. Check if they have understood the instruction. They must give only two directions (as in example 1). Of course, they may change this 1st direction too. Example — Draw a circle to the south of the school. Write 'Park' inside the circle.

(ii) Each student will give directions for three plans to her/his partner. Teacher to move round and check.

(iii) Individual Work — now they must write out all the directions for the six plans. May be done for homework.

Item 4 To say with teacher. The vowel sounds in circle and bird will be difficult for Bengali learners. There are no central vowels in Bengali.

Item 5 Give them an idea of the spatial meaning. Teacher to give a few examples.

Item 6 For homework.

Lesson — 27

Correction Homework to be corrected with the co-operation of the students. Teacher may put up correct answers on blackboard and students can correct by themselves.

Items 1 & 2 To be done orally with class first. The written work can be done at home and corrected the next day with the co-operation of the students.

Answers : 2(i) the road; east of the (ii) Name the road running; of the park.

Item 3 Individual Work

(i) Students to read the instruction and directions silently and work on their own. The following words may have to be explained though they have heard them.
up to turn crossing. Move round and check.

(ii) & (iii) Students to work individually — teacher to move round and check. Some of the clever students who have carried out the directions correctly may help the teacher to check. Of course, the teacher must see that this is done quietly and in a friendly manner.

Item 4 (i) Two students may be called up to play the role of a visitor and a

Example X – Excuse me, please tell me the way to the bank.
Y – Walk south down Park Street. Don't cross School Road. Stop at the corner. The bank will be on your right.

(ii), (iii), (iv) Three more pairs can play these roles.

Note that production will not always be easy but the students must make an effort and they must be encouraged.

Item 5 Pair Work – Students to work in pairs as in (I). Teacher to move round and check.

Lesson – 28

Reading

Item 1 (i) Student read these sentences silently. They must read them as naturally as they do their mother tongue. They must not point and read.

(ii) Give meanings of words only if necessary. The following words are new to them : street, path, pavement, commands, requests.

Items 2 & 3 Individual Work

(i) Have the two instructions read out aloud by the students

(ii) Check if they have understood the instructions

(iii) Then let them work on their own. Teacher to move round and check.

Item 4 – to be done at home.

Lesson – 29

Item 1 ORAL WORK.

(i) teacher to give meanings of the following :

Nouns	Verbs
pan	pour
bowl	fill
lid	boil
instruction	drain
	serve

Note : bowl (ou) is often pronounced wrongly.

(ii) Students to read aloud the instruction above the pictures and the directions that follow

Individual Work

(iii) Students to be asked to read silently again and number the directions that follow according to the order of the pictures given. No 1. is — Fill a pan with water.

(iv) Correction with the co-operation of the students. Expected order according to the directions given —
11, 10, 2, 1, 8, 3, 5, 4, 9, 12, 6, 7, 13

Item 2 Now ask a few students to tell the class how to cook rice. They will perhaps just say the sentences in the right order now. Tell them, when they finish, that they can join some of these sentences and also connect them with words like and, next, then, now etc., (give meanings too). They will do this with the next item.

Item 3 Individual Work

(i) Before students start working on their own, they are to be given the meanings of the following if they do not know :

Verbs	Nouns
stir	spoon
cover	pot
leave	tea
	sugar

(ii) Correction with the co-operation of students. Ask them to read the instructions according to the order of the pictures given.
Expected order : 8, 1, 3, 4, 7, 5, 2, 6, 9.

Item 4 Individual Work — teacher to move round and check.

Item 5 Teacher may explain in vernacular and do a few exercises from the grammar unit.

Lesson — 30

Items 1, 2, 3

(i) Students to study the map

(ii) Students to read the instructions in 1, 2 and 3 silently.

(iii) Teacher to give meanings of words students ask for. They must also know where Nagpur is. Ask them.

(iv) Teacher to check if students have comprehended the instructions

(v) Now the students will read silently again and work individually. Teacher to move round and check.

(vi) Correction — with the co-operation of students.

Item 4 Pair Work according to instruction given.

Item 5 To be done with teacher — to ask students where else capital letters are used. Teacher may refer to grammar unit and make a list with the co-operation of the students. The list should consist of only those that are within the students' experience.

Lesson — 31

Item 1 (i) To make two or three groups (of three) read the dialogue fluently and naturally. Draw their attention to the contracted forms and how they are to be pronounced

Example : What's/He's etc.

(ii) Meanings of words may be given if necessary

(iii) Check if they have comprehended.

Item 2 (i) Students to read these words aloud. Teacher to help with pronunciation and stress. Engineer and policeman are often pronounced and stressed wrongly. Please also give them the pronunciation of grocer and mason.

(ii) Help them to give meanings

Item 3 Pair Work — Teacher to move round and check. Students may need words which are not included in item 2. Teacher will have to supply them e.g. plumber, factory worker, agricultural, labourer etc.

Item 4 To help the students to play the game. (May be explained in the Vernacular if necessary). But before playing the game help the students to read quickly the 17 items that tell what these people do. Give them the meanings where necessary (in the vernacular). To be done quickly.

Item 5 Homework

(This lesson may be done in two periods if necessary)

Lesson — 32

Homework

Correction with the co-operation of the students

Item 1 Students to read the unit silently.

Item 2 (i) Check if the students know the meaning of the following — businessman, housewife, a lot of, pistol, oxen, plough, medicine, etc.

(ii) Individual Work -to do the exercise quickly and check with teacher.

Item 3 (i) Teacher to read and complete the example.
Ramu Gorai is a farmer. He has two oxen and a plough.

(ii) Students to write two sentences about the other persons at home.

Item 4 Teacher to help them to play the game quickly.

Item 5 Homework

Lesson —33

Item 1 (i), (ii) and (iii) — Reading aloud by 3 students.

Note : the word 'meet' is often used as a form of introduction e.g. Meet my brother

Item 2 (i) Individual Work — Students to read item 1. silently again and fill in the gaps in the chart: Let them work on their own. Teacher to move round and check.

(ii) Correction with the co-operation of the students.

Item 3 Individual Work — (i) Teacher to read the instruction and check if they have understood the instruction.

(ii) Students to work on their own as in item 2. Teacher to move round quickly and check.

(iii) A few students to read out these sentences.

Item 4 (i) Teacher to read instruction and explain if necessary.

(ii) Each student to make notes.

Note:- Students should ask 2 classmates sitting close to him/her and not move round. Teacher should go round and check their notes and also help them to spell words.

Item 5 Individual Work — Help them to spell if necessary. Give meaning of vehicle.

Probable words — train, tram, car, bus, lorry, cart, etc. (any wheeled conveyance).

Item 6 To say with teacher.

Lesson — 34

Item 1 (i) Reading aloud by teacher first and then silent reading by the students.

(ii) Teacher to check if the students have comprehended.

Item 2 (i) Teacher to read instruction and check if the studens have understood it.

(ii) Individual Work — Students to fill in the blanks with pencil. They should work on their own.

(iii) Correction with the co-operation of students.

Item 3 Oral Work — Students to insert appropriate articles and say — e.g. an axe/a hen etc. Teacher may explain rule in vernacular but not to spend much time on it e.g. an M.A. (an em ei)

Item 4 Pair Work — Before they start working in pairs, ask two or three questions and make students give the answers. They must refer to the family chart and answer.

Item 5 Handwriting —for homework.

Lesson — 35

Item 1 Oral Work — Teacher to make students ask questions and give answers.

Example : A — Who is Gita's grandfather ?
B — Sri Biman Roy.
A — Is he Mala's grandfather too ?
B — Yes, (he is Mala's grandfather,too).
'Yes' is the normal answer
C — Who is their grandmother ?
D — Sm. Mira Roy.

They go on in this way. Teacher to give meanings of words if necessary.

Item 2 (i) Individual Work — Students to fill in the gaps with pencil.

(ii) Correction with the co-operation of students.

Item 3 (i) Individual Work — teacher to read instruction first and check if they

have understood. Then they are to write the sentences in their exercise books.

(ii) Correction with the co-operation of students.

Item 4 (i) Individual Work on the model of The Guptas but using words like mother, father, sister, brother etc.

(ii) Homework.

Item 5 (i) Give in Vernacular the meaning of male and female and get the students say the pairs. They may write these down after this.

(ii) Individual Work — Teacher to read instruction and check if they have understood. Draw their attention to the changes in the first sentence.

(b) Correction with the co-operation of students.

Lesson — 36

Preparation

Item 1 (a) Teacher to tell students in vernacular that this is a dialogue between two persons who have just been introduced to each other and give the meanings (in Vernacular) of the following –How do you do ? (in this context), Where do you come from ? (meaning where is your home ?), What do you do ? accountant, reporter.

The Statesman (leading English newspaper)

I will (futurity/promise)

(b) Reading aloud by teacher first and then three students should read the dialogue aloud.

(ii) (a) Teacher to read instruction and help a student to introduce two other students.

Example : Arun : Dilip, this is Subir Pal. Subir, meet Dilip Sen.

Subir : How do you do ?

Dilip : How do you ? It's nice to meet you.

Subir : Where are you from ?

Dilip : (From) Midnapore. And you ?

Subir : (From) Purulia.

(b) Group Work — to practise in groups of three. Move round and check.

(iii) (a) Teacher to read the instruction and give meaning of words in the vernacular if necessary.

(b) Individual Work — Students to write the information in pencil — teacher to help with spelling where necessary.

Homework : Students to write these out in their exercise books and learn the spellings.

Item 2 Individual Work

(i) Teacher to read instruction and check if they have comprehended.

(ii) Students to write in their exercise books. Teacher to move round and check.

Note : It may not be possible to complete the work. It must be taken as homework and submitted the next day.

Item 3 To be done by teacher with the co-operation of students. To be grouped according to endings and written on the blackboard one by one. One example to be given first. Teacher to check pronunciation from The Advanced Learner's Dictionary.

Answers Chinese Japanese Burmese etc.

Lesson — 37

Item 1 (i) Please read the first instruction, give the meaning of heading and check if the students have understood the direction.

(ii) Silent reading by all the students. Before they start reading, please check if they have any difficulty with any word. They may not know the following :

wants to be, quiet, studious, miss, flat, comfortable, like, family.

(iii) Individual students to be called upon to label one paragraph at a time. They must also give reason for choosing a specific heading. If they cannot give it in English, they may do so in their mother tongue.

Answers : Paragraph 1 — My family
Paragraph 2 — My children
Paragraph 3 — Our flat

Item 2 Oral Work —

A group of students to ask questions and another group to answer. They may change roles after five questions.

Example : Group 1

Student 1 Is Mr. Barua Bengalee ?

Group 2 Student 1 — No, he isn't (Bengalee)

Group 1 Student 2 — What is he ?

Group 2 Student 2 — He's Assamese

Note : Points may be given for correct answers. As many students as possible should have the chance to talk. Questions may be repeated.

Item 3 Individual Work — should be done in their exercise book. It should not take more than 6 or 7 minutes. The instruction should be read and explained if necessary.

Probable answer (arrangement may be different) Mrs. Marie Smith is American. Her father's name is George Jones. She is sixty two and is a teacher. Her husband's name is John Smith. She has only (may not be given) one son. His name is Steven Smith. He is 25 (years old). They (or the family) live(s) at 74 Cranley Place London S.W. U.K.

Note : They may not write compound sentences. It does not matter.

Item 4 Homework

Item 5 (i) Ask students to say things that they like to do. Remember that 'like' is more often followed by gerunds (—ing forms), but the infinitive,too,is possible. They'll learn the gerundial form later.

(ii) Ask students to say things that they don't like to do.

Example : I like to play/to jump/skip
I like to sing
I like to read story books
I like to do sums.
I like to paint pictures
I don't like to do sums.
I don't like to play
I don't like to read story books.
I don't like to do my homework.

(iii) Do the same with want to.

Example : I want to learn English.
I want to be a doctor.

Item 6 (i) Homework

(ii) Item 5 should also be written out for H.W. (6 sentences).

(iii) Draw the attention of the students to the table.

Lesson 38

Item 1 Oral Work

(i) Please read instruction to students and check if they have understood. Start the oral work for them.

Student 1 (in front of class) : Look at clock number 10.What's the time ?

Student 2 (in front of class) : It's eight o'clock.
Student 3 : Look at clock number 1. What's the time ?
Student 4 : It's twelve o'clock.

(ii) Pair Work : Let them work in pairs. Please move round and check.
(iii) Ten students to ask ten other students the same questions and get the answers. This is to be done very quickly as revision.

Item 2 (a) Teacher to ask these questions. Short answers should be accepted, for functionally they are the most appropriate answers in life situations.

Example (Probable Answers)

(i) At 6 o'clock
(ii) At 7 o'clock
(iii) At 6 o'clock
(iv) Yes, I have a sister/brother./No, I have no sister/brother.
(v) At 7 o'clock
(vi) At 10 o'clock
(vii) At 9 o'clock
(viii) At 4 o'clock
(ix) At 6 o'clock
(x) At 9 o'clock

(b) Ten students to ask ten other students the same questions and get the answers. This ought to be done quickly as it's revision work.
(c) Written work of the above to be done at home.

Item 3 Homework.

Item 4 (i) Please explain only if necessary.
(ii) Homework of Lesson 37 to be corrected with the co-operation of the class.

Lesson — 39

Item 1 Please read aloud to students and give meanings of the underlined words. Explain a little if necessary (in the Vernacular)

Item 2 (i) Let the students read silently.
(ii) Pair Work : ask the students to read to each other the times.
a quarter past seven/7 p.m.
Half past three/3 p.m.
Three forty-five or a quarter to four/3.45 p.m.
12 o'clock/midnight
Eleven thirty-five/11 a.m.
Ten past ten/10.10 a.m.

A quarter past /Eight fifteen/8.15 a.m.
A quarter to five/four forty-five/4.45 p.m.

Before doing pair work, please help the students to read the times to you first.

Item 3 . Homework

Item 4 (a) Please read aloud (as in 1) and give meanings of the underlined words. Explain a little in the vernacular if necessary.

(b) Ask the students to read silently. When they finish reading ask them the questions in (b). Do it with the whole class. Repeat a little so that many get a chance to answer. Short answers to be accepted.

Answer (i) given
(ii) At 7.50 a.m. / At ten to eight in the morning / at 7.50 in the morning.
(iii) At 10.55 a.m. / At five to eleven in the morning / At 10.55 in the morning.
(iv) At 5 p.m. / At five o'clock in the evening
(v) No, it leaves at 7.20 p.m. / No, it leaves at 7.20 in the evening.
(vi) Yes, it leaves at 7.50 a.m.
(vii) No, it leaves at 2 p.m. / No, it leaves at 2 o'clock in afternoon.
(viii) Yes, it arrives at 1.55 p.m. / Yes, it arrives at 1.55 in the afternoon.

Oral Work

(c) Please ask students to make questions that will bring out the following answers. They will have to look at the time table and ask the questions. Do not give them the questions. They have the models in 4(b).

Expected answers

(i) What time does the Gitanjali Express leave Howrah ?
(ii) What time does the Madras Mail arrive at Howrah ?
(iii) Does the Rajdhani Express arrive in the evening/at night ?
(iv) Does the Bombay Mail leave Howrah in the morning ?
(v) Does the Kalka Mail arrive in the morning ?
(vi) Does the Bombay Mail arrive in the morning ?
(vii) What time does the Madras Mail leave Howrah ?

Homework — to write out these questions and answers in their exercise books.

Lesson — 40

Item 1 Oral Work

The simple past form of the verb 'be' is introduced here. Just inform

the learners that they are giving the information in the past. This is to be done very quickly. Students may ask the questions and give the answers after the teacher has gone through it once.

Student 1 What day was the nineteenth ?
Student 2 It was a Sunday.
Student 3 What day was the eleventh ?
Student 4 It was a Sunday.

Item 2 The same procedure as Item 1.

Item 3 Individual Work — (a) and (b)

(i) Please ask the students — What day is the first of this month ? Tell them to write it in the calendar and then complete the calendar.

(ii) Ask them — How many days are there this month ? What day is the last day of the month ? What day is the first ?

(iii) Tell them to write the month and the year. Help them to spell.

Homework

(iv) Let the students write out the answers to questions in (a) and (b) in their exercise books. If they cannot finish it, the work may be completed at home.

Homework — (i), (ii), (iii)

Item 4 Correction of homework (done the day before) with the co-operation of class.

Lesson — 41

Item 1 (i) Reading aloud by the teacher and a student.

(ii) Tell the students that the future and past forms have been used here. Ask them to pick out the verbs that indicate the future and the past.

Ask them to pick out the verbs that indicate the future and the past.

(iii) Give them the meanings of the new words if necessary — Leap year, alone, rest, again.

(iv) Pair Work — pairs to read the dialogue once.

Note : Draw their attention to the word order in the rhyme. Normal prose order is different.

Example : September, April, June and November have thirty days.

Item 2 (a) Group Work Students from one group ask questions and students from another group answer them. Then their roles may be changed.

(b) Oral Work with teacher. Since the past from is there, they'll need some guidance but not a lot of explanation at this point. Guide the students to give short answers. Show them the short negative forms on blackboard and pronounce the joined words for them.
were not = weren't; was not = wasn't

Answers

(i) 1976
(ii) No, it wasn't.
(iii) Yes, I was./No, I wasn't.
(iv) Yes I was./No, I wasn't.
(v) Lessons .... were different.
(vi) Lessons .... easy.
(vii) Lessons .... interesting.
(ix) There were .... present.
(x) Yes, she/he was./No, she/he wasn't.

Item 3 Do this orally with the students. Tell them to fill in the gaps and read out the sentences.

Homework

(i) Item 4 and 5. Also to write out the answers to items 2 and 3 that have already been done orally in class.
(ii) Correction of homework given the before with the co-operation of class.

Lesson — 42

Item 1 (i) Students to read silently. Meanings of words may be given.
(ii) Pair Work (a) Read instruction and words and check if they have understood. Give meanings of new words.
(b) Ask 6 students to describe the weather in the six pictures.
(c) Let them work in pairs and describe to each other the weather in the pictures.

Item 2 Homework.

Item 3 (i) Explain the seasons. Tell them that Saratkal and Hemantakal have been grouped under Autumn. There are four seasons in England.
(i) Pair Work. Before the students start working in pairs, ask the class to answer the questions. The let them work in pairs. Move round to check.

Item 4 Homework.

Lesson – 43

Item 1 Ask the students to read silently. Give them the meanings of words they may not know. Example : studies, breakfast, prepares, tiffin, canteen, finishes, evening. Do not elaborate much in giving the meanings. e.g. breakfast is the first meal of the day. Use the vernacular.

Item 2 Oral Work : Let them answer the questions orally to you first. So ask them the questions.

Answers : (i) In bed (ii) At home (iii) At school (iv) On his way home (may give answer in Vernacular and you may tell them how to say it in English) (v) At home.

Note : that lifting of lines will not help here. Students will have to use their common sense.

Item 3 Individual Work : Students to read the instructions and fill in the chart. No help should be necessary. If a few are in difficulty, help them.

Item 4 Individual Work : When they finish one or two may read out their paragraphs and the sentences may be written on blackboard (if they are acceptable). Students may correct on their own.

Item 5 Homework.

Item 6 To say with teacher.

Note : If item 4 cannot be completed,it may be done for homework and corrected the next day.

Probable Paragraphs

1. Mira gets up at 6 o'clock. She leaves home at half past eight. Her school starts at 9 o'clock. She has her tiffin in school. She gets home at 4 o'clock.

2. (Arun gets up early). He gets up at half-past five. He leaves home at 8 o'clock. His school starts at a quarter to nine. He has his tiffin in the canteen. He gets home at half-past five. He leaves home at 8 o'clock. His school starts at a quarter to nine. He has his fiffin in the canteen. He gets home at half-past three.

Lesson – 44

Item 1 (i) Give the meanings of the following and others (if they ask for) in the mother tongue quickly.

sweep (v), yard (n), feed (v), window (v), very (adv), busy (adj).

(ii) Tell the students to read silently. Discourage them if they point and

read. Ask them to sit straight and hold the book properly.

Item 2 Pair Work : Tell them to read the instruction silently. Check if they have understood it. Move round and check. Tell them to point and say — This is Raghu/his wife/etc.

Item 3 Let the students read the instruction silently and then give the answers to the teacher. Anything that is correct must be accepted.

Item 4 Oral Work — Ask the questions and make students answer. Tell them to look at the picture carefully and answer.

Item 5 Homework. Check if they have understood instruction.

Item 6 Homework — Prepare them orally in class before asking them to do it at home. Each one can give a sentence each. Normally children do not follow the same routine on a holiday.
Probable answers from them — I get up late. I don't study in the morning. I read story books. I help father/mother., etc.

Lesson — 45

Item 1 Oral Work

(i) Ask the ten questions. Please note that they have learned numbers up to thirty. Help them to say the numbers — thirty, forty, fifty, sixty, seventy, eight, ninety, a hundred.

(ii) Pair Work. Let them ask each other the same questions. Tell them that they must use our in place of your in (iv), (v), (vi) and (vii).

Item 2 Pair Work again. Before they start working in pairs, ask them these questions and let them answer loudly in class.

Item 3 Individual work. Move round to check. See that they use It's or It is for uncountable nouns fish meat and spinach (palang sag) and They're or They are for the others. Give meanings of cabbage, peas, spinach, and papayas. Let them write in pencil and then erase after correction.

Item 4 May be done at home. Note that they will have to begin the sentences with It will. The work may be corrected the next day in class. Note that No. (vi) should have the five items stated and added. Put answer on board and let them correct.

Example : 3 kilos of rice will cost Rs. 7.20.
3 kilos of wheat will cost Rs. 4.50.

Lesson — 46

Item 1 **Individual Work**

(i) Give the meanings of the following and let the students read the instructions silently and then fill in the time for each period. Example has been given of one.
period, ends, break (for tiffin), each, times.

(ii) Correction with the co-operation of the students. Students may put up answers on the blackboard. The others can check with theirs

Answer

(1) 10.00-10.40	(2) 10.40-11.20	(3) 11.20-12.00	(4) 12.00-12.40
12.30-1.30 Break	(5) 1.30-2.10	(6) 2.10-2.50	(7) 2.50-3.30

Item 2 **Individual Work**

(i) Students read instructions silently again and fill in the time-table accordingly. Give meanings of words if necessary.

(ii) Correction with the co-operation of students

Answer

Day	1	2	3	4	Break	5	6	7
Monday	English	Arithmatic	Science	Geo.		Bengali	His	Drawing

Item 3 (a) **Individual Work**

(i) Give meanings of the following words and ask students to read silently and answer Asok's questions. Help only those who ask for help. Let the students work independently. You may only point out the form of verb they will be using. — the present progressive to describe an unseen activity — the be + Ving form. Do not dwell at length on it. (not) well, (is) resting, absent, following, studying, sums.

(ii) Correction with the co-operation of students.

Answers : given (ii) They are having their tiffin (iii) They are doing Science (iv) No, they are drawing (v) They are studying English (vi) They are playing (vii) It's half past ten (viii) It's eleven o'clock (ix) It's twenty past three (x) It's twenty to four.

Items 4 and 6 (b) Pair Work of above :
Oral Work with teacher. Let them read silently and give the answers.

Items 5 and 7 To be done orally in class.

(i) Draw their attention to the stress in the following words — a rithmetic, ge ography

(ii) Draw their attention to the changes in spelling in 7

Lesson — 47

Item 1 (i) Give the meanings of the following if the students ask for them
spend, enjoy, themselves, nice time, climb, swim, story, voice, very well,

(ii) Tell them to read the two paragraphs silently.

Item 2 Pair Work

(i) Let the students work in pairs first.

(ii) After 5 or 6 minutes ask the class the same questions to check. The following answers may be accepted.

(i) At the Botanical Gardens/They are spending the day at the B.G.
(ii) They are having a picnic.
(iii) No, (they aren't) (iv) Yes, (they are).
(v) Manju, Soma, Bablu and Sankar.

Item 3 Individual Work

(i) Please read instruction aloud and check if they have understood.
(ii) Let them work on their own.
(iii) Move round and check.

Item 4 Procedure — Same as Item 3. Work may be completed at home.

Lesson — 48

Item 1 Give the meanings of the underlined words and ask the students to read the unit silently.

Item 2 (i) Read the instruction to class and check if they have understood.
(ii) Play the game with them. Have different answers in your mind at different times.

Example : Between the pillows/in the cupboard/under the pillows/near the timepiece or clock/on the book shelf near the door etc.

Item 3 (i) Read instruction to them and check if they have understood.

(ii) Let them say sentences to one another.

(iii) Ask some of them to describe to class. Help them with words.

Words describing Sm. Das : friendly, forgetful, neat and clean, hard working, loving or affectionate, lonely, educated.

(iv) Homework : to write 4 or 5 sentences describing her.

Item 4 Oral Work under teacher's guidance. Tell them to think and give words.

Probable answers : a pair of shoes/socks/trousers/glasses
pair of earrings/scissors/bangles
a bunch of keys/flowers/grapes/bananas.

Item 5 (i) Pair Work

(a) pair work first — elementary preparation.

(b) saying it to class (a few of them — teacher to help)

(c) Written work — homework.

Probable answers with the help of the teacher

It is a big room. It is her bedroom, her kitchen and her study room. The room is neat and clean. Everything is in order. The wall bookshelf has books in order. There is a flower vase on it and there are flowers, too. The windows have curtains and there is a picture on the wall. There are two other shelves for books, spicies, cups and saucers and plates. There are two tables, a chair, a bed and a cupboard for clothes. There is a mat near her bed.

Note : words like curtains, shelf, neat, cups and saucers cupboard, utensils, meals will have to be introduced by the teacher.

Item 6 Homework.

Lesson — 49

Item 1 (i) Students to read the instruction and questions silently. Please check if they have understood.

(ii) Tell them to read the paragraphs silently and find the answers.

(iii) Give them the meanings of the following words if they ask for them. (work) hard, servant, teach, newspaper, digs, water(v), soil, plants, sunrise, keep, throughout, get up, quite, early, prepare

(iv) Students to answer the questions given above the paragraphs orally. (on paragraph organization).

Answers (a) Paragraph 3 (b) Paragraph 4 (c) Paragraph 2 (d) Paragraph 5.

Item 2 (i) Pair Work — for preparation — 5 or 6 minutes.
(ii) Please ask class to say whether the statements are true or false. Ask them to correct the incorrect statements — this is to be done to check if they have been communicating correctly.

Item 3 (i) Oral Work — with teacher. Do not help them.

Answers Mr. H is working in the garden.
Zareen is studying.
Mrs. H is cleaning the house.
Mrs. H is washingup the dishes/cups and saucers.

(ii) Mr. Hossain to correcting exercises/scripts etc or He is reading a book.
Mrs. Hossain is cooking. Zareen is learning her lessons/doing her homework.

Note : No definite answers can be given in the case of Mr. and Mrs. H. every time. Anything probable must be accepted.

Items 4, 5,6 (i) Homework.
(ii) Previous day's work to be corrected quickly with the co-operation of class.
Item 6 will have to be checked by teacher the next day.
Students may also read out their answers. Item 6(i) should be in the simple present. (ii) should be in the progressive form.

Lesson — 50

Except for the oral work units the other exercises should be done individually. Help them when necessary. Meanings of words may have to be given.

Listening Comprehension

Please read these sentences one at a time. Wait for the students to label the areas.

I. 1. The circle to the east of the car park is Green Park.
2. The shaded area to the south of Green Park is the Football Ground.
3. The oval space to the south of Middle Road is the Botanical Garden.
4. The building in the south-east corner of the map is the school.
5. The road running south-west from the Botanical Garden is Palm Avenue.

6. The road running north-west from the Botanical Garden is Station Road.

Note : Give meanings of words students do not know e.g. shaded area, space etc.

III. Please read these sentences one at a time and give the students time to label

1. The green circle means 'Don't stop'
2. The yellow circle means 'Slow down, Take care.
3. The red circle means 'Don't move'.
4. The arrow pointing north means 'Walk forward'.
5. The circle cut in half means 'Only for buses'.
6. The arrow pointing east means 'Turn right'.
7. The arrow pointing west means 'Turn left'.

Carrying our instruction/giving instructions

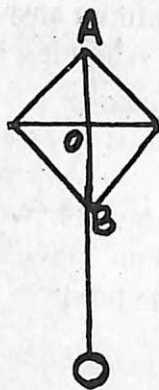
II. This is the figure that should be dawn. Check measurements

IV. Write out two sets of instructions for drawing these figure. Tell them to look at instruction II and write. This will guide them.

Figure 1. Draw a vertical line 2 cm long.

Probable instructions Call the middle point 0

Write X at the top of this line.

Write Y at the bottom of this line. Now draw a horizontal line from 0 to the left. Make it 2 cm long. Write P at the left end. Draw another horizontal line from 0 to the right. Make it 2 cm long. Write Q at the right end.

Figure 2 Draw a vertical line. Make it 4 cm. long. Call the middle point F. Write C at the top of this line. Write G at the bottom of this line.
Draw a horizontal line from C. Make it 3 cm. long. Write D of the end of the line.
Draw another horizontal line from F. Make it 3 cm. long. Write E at the end of the line. Join DE. Join CE and DF Call the middle point 0.

SAMPLE TEST

Alphabet Recognition.

1. Arrange these words in alphabetical order

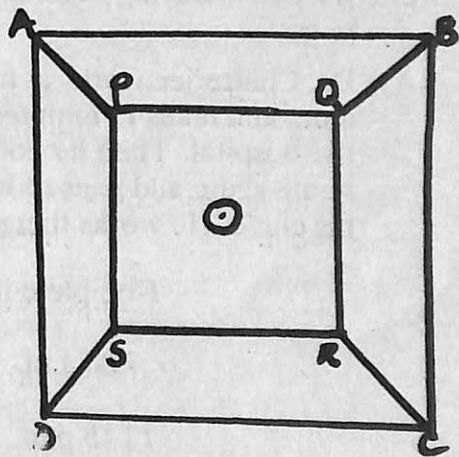
   eye crow zoo wall cat axe ball jail duck egg girl vest gate flag hut kite ink net - man pen pan line queen look rat tent you jail owl Xmas sit up

   (a few could be given)

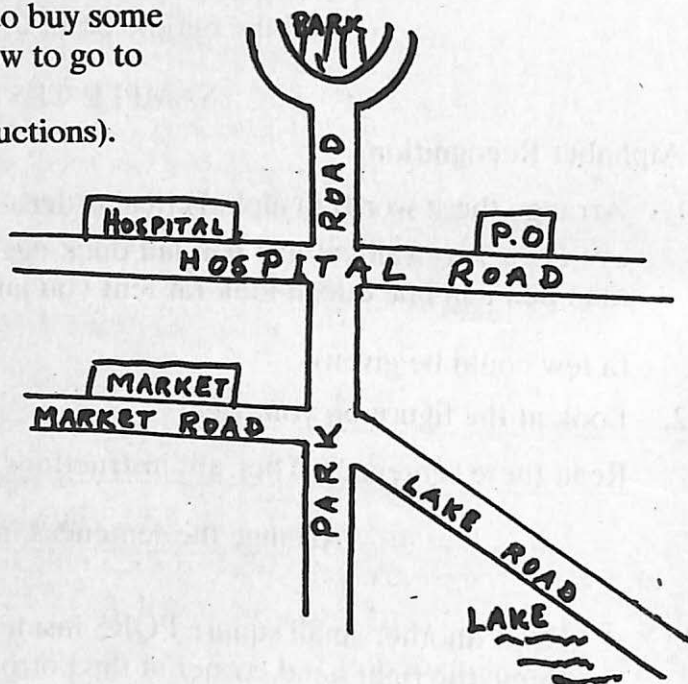
2. Look at the figure on your right.

   Read these sentences. They are instructions for drawing the figure.

   Arrange the sentences in proper order.

   Draw another small square PQRS inside ABCD
   Name the right hand corner at the bottom C.
   Draw a square.
   Name the top left corner A
   Join AP, BQ, CR and DS.
   Name the left corner at the bottom D.
   Draw a small circle inside PQRS.
   Name the top right corner B.

3. Study the map on your right.

(a) Mira is in the Park. She wants to go to the market. Tell her how to go. (Write out the instructions).

(b) Ashok has gone for a walk near the lake. He wants to buy some stamps. Tell him how to go to the Post Office. (Write out the instructions).

(c) Mrs. Sen is buying vegetables. She wants to go to the hospital. Tell her how to go.

4. (A) Dr. Chatterjee works at a hospital in the morning. He leaves home at 7.00 a.m., and takes 15 minutes to get to the hospital. He works for five hours at the hospital. Then he comes home and has lunch. At 3.00 p.m. he leaves home again and goes to his clinic. It takes him forty-five minutes to reach his clinic. He works there till 7 p.m. Then he returns home.

<u>Complete this daily schedule for Dr. Chatterjee.</u>

7.00 a.m.	:	
	:	arrives at the hospital.
12.15 p.m.	:	
	:	reaches home for lunch.

3.00 p.m. :
3.45 p.m. :
: leaves the clinic.
: arrives home.

B. Study this schedule for Mrs. Chatterjee.

6.30 a.m.	:	gets up.
7.00 a.m.	:	has tea.
7.15 a.m.	:	cooks the meals.
9.00 a.m.	:	leaves home for school.
9.20 a.m.	:	reaches school.
9.30 a.m.	:	starts teaching.
3.30 p.m.	:	leaves school.
3.50 p.m.	:	arrives home.

Now write out the answers to these questions :

1 The time is 6 a.m. What is Mrs. Chatterjee doing ?
2 The time is 8 a.m. What is she doing now ?
3 It is a quarter past nine. What is Mrs. Chatterjee doing ?
4 It is 11 o'clock. What is she doing now ?
5 It is quarter to four. What is she doing?

5. Vocabulary

(a) Underline the odd word. Why is it odd ?

(i) pink green blue elephant black.
(ii) walk white run skip jum.
(iii) Mary Rahim Abdul Rina India.
(iv) school train bank postoffice library.
(v) tiger bus train rickshaw lorry.
(vi) lion parrot zebra fox bear.

(b) Complete these words by putting in the letters :

ea oa or ou oo ar ll

m___ning c___king ye___ow
w___k t___cher b___rd
pl___se m___ket h___se

6 Read this passage and answer the questions that follow :

Who is the ship of the desert ? It is the camel. A camel finds it easy to live in a desert. People use camels for travelling across desert lands. Travel in such deserts is not easy. There is very little water and it is not easy to walk on the loose sand. Sometimes there are sand storms. Desert plants are small, bitter and thorny. A camel stores water in its stomach and food in its humps. The stored food is nothing but fat. A camel has strong teeth and its lips have tough skin on them. Its feet have thick pads and its hair protects it from the heat and cold. It also has long eye lashes to keep the sun and sand out. It can close its eyes during a sand storm.

(Meanings of words the students have not come across can be given in the vernacular)

Answer these questions.

(i) Is this passage about a camel or a desert ?
(ii) Name three deserts of the world ?
(iii) Make a list of the things a camel has (Adjuctive + Noun).
(iv) Is the camel's hump useful ? How ?
(v) Find words in the passage that mean
not sweet strong not difficult keeps safe
(vi) Which part of the camel's body stores water ?
(vii) Find plural forms of foot, tooth, eye, eyelash, food, water, sand, child, leaf
(Some of these do not normally have plural forms. Say so)

TEST (ORAL)

Various kinds of oral tests may be set based on all that the students have done so far. Here are a few suggestions.

Sound recognition and production

(i) Reading these pairs of words which have different vowel sounds

star – stir	full – fool	sit – seat
hard – heard	pull – pool	bit – beat
card – curd	cut – cart	hit – heat
bard – bird	hut – heart	did – deed

(ii) Words which have different consonant sounds

see – she Jew – Zoo

see — she	Jew — zoo
same — shame	Jar — Czar
sign — shine	Joan — zone

Listening comprehension

Dictation of unseen passage. The passage should be within the experience of the students. Language should be checked — only words and structures known to the learners should be there.

Other suggestions given in the written section may also be done separately as part of oral testing.

Reading and Comprehension

Unseen passage with above considerations.

(i) marks on reading — considering clearness, pronouncation and intonation.
(ii) marks on comprehension — a few questions could be asked.

Conversation

Example

Simple conversation on the types they have done so far

(i) What is your favourite subiect ?
(ii) Do you like your English textbook ?
(iii) Name one or two lessons you like very much ?
(iv) What time do you come to school ?
(v) How do you come ?

Reading Maps — similar to the types they have done.

carrying out directions — similar to the types they have done.

These are a few samples of written and oral test. The teacher may devise other types.

GRAMMAR

SENTENCE PATTERNS

Here are some of the patterns that the students will be introduced to during the year.

IMPERATIVES — giving directions.

Verb	Adverb
Come	here/to my table
Go	there/to the blackboard
Walk	to the window
Don't sit	there/on the table
Don't walk	on the road
Don't talk	(in class)

Verb	Object/Object + Object
Clean	the blackboard, please.
Hold	my umbrella, please.
Give	it to Ram.
Bring	me John's book.

Verb	Object	Adverb
Put	it	there/on the table
Keep	it	in the drawer.
Draw	a map	in your book.

STATEMENTS — (in the simple present, progressive forms and simple future) giving information/introducing people/describing people, animals, daily activities and other things/giving times of trains, buses, class periods, expressing desire or wish, talking about unseen or seen activity

(Pro)noun	Verb	(article/preposition) Adj./Noun/ Adverb/to + Inf.
It	is	a large/small/house.
Her frock	is	pretty.
He	is	a good doctor.
It	is	on the shelf.
The mosquito	has	six legs.
The fog	has	no tail.
Barun	comes	from Bankura.
He	works	in a factory.
He	has	a house.
They	study	History from 1.00 to 1.45
The train	leaves	Howrah at 8 p.m.
The children	go	to school at 9 o'clock.
Boys	like	to play (in the evening).
I	want	to finish my lessons.
Hari	wants	to go to the circus.
Gautam	is(still) reading	the story book.
He	is waving	to his friends.
He	will come	on Monday.
They	(will not finish)	(their work tomorrow.)

Questions

Simple question pattern.

1. Mr. Jones is (not) an engineer.
   Is Mr. Jones (not) an engineer ?
   Yes, he is.No, he isn't.
2. They are (not) Russians
   Are they (not) Russians ?
   Yes, they are. No, they aren't.
3. He has three/no sons.
   Has he three/no sons ?
   Yes, he has. No, he hasn't.

4. Mother is (not) washing clothes.
   Is mother (not) washing clothes ?
   Yes, she is. No, she isn't.

5. They are (not) doing sums.
   Are they (not) doing sums ?
   Yes, they are. No, they aren't.

6. Information question pattern (1)

Q. word	Verb	(Pro)noun/place
Who	is	Ratan ?
Who	are	those boys ?
What	are	those ?
What	is	the time ?
Who	isn't/aren't	here ?
Where	is	Madras ?
Where	are	my keys ?
Who	has	long hair ?
Who	lives/doesn't live	near the school ?
Who	goes/doesn't go	to the factory ?
Which	is	my book ?
Which (animal)	has	a short tail ?

Information questions pattern (2)

Q. word	Do(not)	(Pro)noun	Verb	Place/Time.
Where	does	Sri Sen	live ?	
Where	does	he	go	in the evening ?
When	does	he	come	home ?
What	do	you	do	on Sunday ?
What	doesn't	he	know ?	

Information Question pattern (3)

Do(not)	(Pro)noun	Verb	Noun/Place/Time
Does	the butterfly	fly	over big trees ?
Do	they	have	breakfast at 8 a.m.
Don't	they	learn	their lessons ?
Do	tortoises	live	on land ?
Doesn't	our head-master	live	here ?
Does	Ratna	know	English ?

The following types of exercises may be given.

1. Give directions (may be given in the vernacular) Vernacular).

1. Tell your brother not to read story books.
2. Tell your friend not to cross the road.
3. Tell your mother to comb your hair.
   Use 'please'
4. Tell your friend to come tomorrow.
5. Tell your sister to finish her homework.

2. Make questions for these answers

1. Mr. Brown is Indian (Begin with 'Is')
2. No, they (Begin with 'Are')
3. Yes, he is (Begin with 'Is')
4. In Bombay (Begin with 'Where')
5. He's a typist (Begin with 'What')
6. No, he doesn't (Begin with 'Does')
7. The frog (Begin with 'Which')
8. Mr. Roy (Begin with 'Who')
9. At 4 o'clock (Begin with 'When')
10. Yes, he does (Begin with 'Doesn't')

3. Make statements with these forms of verbs. Do not copy sentences from the lesson.

carry/carries, try/tries, have/has, is/are, do/does, want to/wants to, is cleaning/are cleaning, know/knows, is doing/are doing, come/comes,/will come/will finish.

VERBS

These are the forms that the students will learn to use.
Help them with a little more explanation when necessary.

(1) Go to the blackboard, please.
(2) Write your name on it
(3) She is (she's) young and pretty.
(4) He goes to college.
(5) They do not go (don't go) to college.
(6) Does he go to college.
(7) It's 5 o'clock and Rahim is still playing.
(8) I like to go to the cinema.
(9) Mohon has four brothers.
(10) He will come tomorrow ?
(11) Are they in Calcutta ?
(12) Am I right ?
(13) He was here.
(14) They were in Delhi.

(a) The English verb be in the present form (am, is are) is used in the following ways (3, 11, 12)

(i) Occupation, Trade, Profession
Mr. Hossain is a teacher
Mrs. Hossain is a housewife.

(ii) Nationality
Mr. Brown is Indian.
Mrs. Smith is English.

(iii) Colour
The sunflower is yellow.
This paper is white.

(iv) Size and Shape
The sides are triangular in shape.
Mr. Khan is not very tall.
Our class is big.

(v) Qualities
Tom is a clever boy.
He is ambitious/hard working.

(iv) Condition
My mother is well.
His brother is sick.

(vii) Place
His father is in Delhi.
They are here.

(viii) Age
My brother is ten.
I am eleven.

Draw the attention of the students to the change of verb forms with pronouns in the pronoun section. The present form of be tells us about the present and all-time truths.

(b) We use simple forms of verbs to command or to make a request.Example (1) & (2).

(c) With other verbs English uses two forms in the simple présent

(i) the simple form

They go to school.	They do not go to school
I go to office.	She does not go to office.
Bengalees like fish.	Gujratees do not like fish.

(ii) the S forms. It is used after a singular noun, or after one of the pronouns he, she or it. It is not used with I.

He/She goes to school at 10 o'clock

Mary likes chocolate.

Mother knows Mrs. Sen.

Here the spelling rules. They are like those in nouns.

Rules	Examples	
(1) Most verbs add only – S	give say dig	gives says digs
(2) When the verb ends in O or in S, Sh, Ch, X or Z es is added to the simple form.	do go miss catch bus	does goes misses catches buses
(3) (1) When the verb ends in y and there is a consonent before it, the y is changed to i and es is added.	study hurry carry	studies hurries carries
(2) Be and have are irregular	be have	is has

(d) Let them study the use of have in the present tense form with pronouns.

Person	Singular	Verb	Plural
1	I →	have	← We
2	You		You
3	He She → It	has	They

Qs. — Ans. (Short Forms)

Have you/I a book ? Yes, you/I have

has she/he a book ? No, you/I haven't

Yes, he/she has

No, he/she hasn't

Have shows possession here.

(e) Let them study. The use of the verb do (5 and 6) in the present tense form with pronouns.

Person	Singular	Verb	Plural
1	I		We
2	You →	do	← you
3	he she → it	does	They

I do my work.

I do not (don't) do my work.

Do I do my work ?

Yes, I do

No, I don't

She does her work.

She does not (doesn't) do her work.

Does she do her work ?

Yes, she does.

No, she doesn't.

TENSES

1. They will have learned two present forms by the end of the year (in imperatives and statements)

(i) Simple Present : He is here. Come in and sit down.
They go to school at 10 o'clock.
He comes homes at 5 o'clock.
He has two sisters.
She does her work in the evening. Please help her.

(ii) Present Progressive : ing forms.
Seen activity : Look, he is kicking the ball towards the goal.
Unseen activity : It's 12 o'clock. I think mother is still cooking.
— ing forms. Nearly all English verbs have — ing forms. Give them some of the spellingrules. They will learn more later. Some words do not follow rules.

Rules	Example	
(a) A verb ending in a single e, drops the e before adding ing.	have write give	having writing giving
(b) when a one syllable verb ends in a single consonent (except h, w, x & y) with a vowel before it, the consonant is doubled before adding — ing	sit run bat	sitting running batting
But if the final consonant has two vowels before it, then it is not doubled	cook wear look	cooking wearing looking
(c) When a verb has more than one syllable and ends in a single consonant with a vowel before it, the final consonant is doubled when the last syllable is stressed.	refer admit forget	referring admitting forgetting
But if the last syllable is not stressed then the final consonant is not doubled. It is doubled in the case of L only. Note the word parallel does not follow the rule. And if there are two vowels before L, then the consonant is not doubled — feel — feeling.	listen remember visit travel quarrel	listening remembering visiting travelling quarelling
(d) When the simple form of a verb ends in ie, the e is dropped and the i is changed to y before adding-ing	die tie lie	dying tying lying
(e) With most other verbs, — ing is added to the simple forms.	stand try do see	standing trying doing seeing

2. They will also learn to speak about the future a little (10) and the past.
I'm eleven now. I'll (I shall) be twelve in December. I was ten last year.
He'll (He will) not finish his work at 9 o'clock.
It'll (It will) not be hot in April. It was cold in February.
They'll (They will) clean my room in the morning. It was dirty yesterday.

NOUNS AND ARTICLES

Articles are one of the major areas of difficulty for our students. Help them to use articles in their spoken and written English.

A and An

We use a or an before certain nouns.

(i) a is used before a word beginning with a consonant, or a vowel letter that sounds like a consonant.

a flower a bird a duck a mango a university a year a Europear a well a useful book (Lesson 3)

Note that E in 'European' and and U in 'useful' and 'university' are pronounced like the consonant Y

(ii) an is used before words beginning with vowel sounds and before words beginning with a silent H :

an axe an actor an elephant an hour an honour an M.A.

Note that h is not pronounced in the words 'hour' and 'honour'

Students may look at other examples of the use of a/an in Lesson 14, 15, 16 and other lessons.

(iii) a or an is used

(a) before a singular countable noun (Lesson 19) mentioned for the first time. It does not refer to any particular person or thing.

Write a letter to mother. Put the letter in an envelope,.

(b) before a singular countable noun that refers to a class of things.

A crane is a bird. A bird has wings

Note (i) that a does not refer to a particular bird. It refers to a class.

(ii) that a countable noun is used with the indefinite article or with many, numbers and the plural form.

It is wrong to say — Bird has wings (X) or Crane is bird (X)

(c) before certain number words

a dozen / a hundred / a lot of / a great many of / a few.

(d) before showing price, speed etc.

Fish costs Rs. 20.00 a kilo.

He drives at 50 miles an hour.

I meet him three times a day.

Normally we do not use the indefinite article.

(a) before names of places and people
(b) before plural nouns. The plural of 'a cat' is 'cats'
(c) before names of meals.
I have breakfast at 8 o'clock. They have lunch at 1 o'clock.
(d) before the uncountable nouns (refer to lesson 29)
She has black hair. I have some work tonight.

Note that we can use the indefinite article with some uncountable nouns in a special way.

(i) With nouns like chalk, paper, wood, furniture, string, etc. We can say:
a piece / bit / of chalk
a piece / bit / sheet / of paper
a piece / bit / of wood
a piece / of / furniture.
(ii) We can also say these in the plural, but, we do not add 's' to 'chalk' or 'paper'.
We say —
two pieces of chalk
three sheets of paper
bits of paper
(iii) Before uncountable nouns we use the following plurases and words — a lot of, a little, some, much, plenty of, a piece of, any etc., but not just a or an.

There	is	a lot of	sugar.
		much	rice.
		plenty of	wheat.
		some	milk.
		a little	bread.
		not much	petrol.
	isn't	any	paper.
		much	work.
			smoke.
			dirt.

Is there	any	milk ?
	much	water ?
	some	coffee ?
	plenty of	bread ?
	a little	ink ?
		work ?
How much	work	is there ?
	money	
	cloth	
	tea	
	coffee	
	rice	
	paper	

THE

They have also learnt to use the definite article the.

The is normally used

(i) before both singular and plural nouns that refer to particular persons or things. It is used before all kinds of nouns, too.
Thank you very much. The mango is good.
Thank you very much. The mangoes are good.
The teacher is in the class.
Please throw the ball to Mohan.
The water of this well is good.

(ii) before nouns of which there is only one (lesson 4 + 5 (preparatory lessons)
The sun is shining in the sky.
Clean the floor, please.
Look at the ceiling/blackboard.

(iii) before nouns mentioned the second time.
That's a sparrow. The sparrow is chirping happily.
That's a crow. The crow is eating something

(iv) before singular nouns that refer to a class of things.
(refer to indefinite article (iii) (b))
The crane has long legs (all cranes)
The frog has no tail. (all frogs)

Note that you can use a in place of the in the above sentences. The meaning will not change.

(v) before names of rivers, mountains, deserts, seas, oceans etc.
The Ganges flows down from the Himalayas.
The Bay of Bengal lies to the south of West Bengal.
The Indian Ocean lies to the south of India.
The Sahara is in Africa.

(vi) before words like office, cinema, theatre etc.
My father is at the office now.
Let's go to the cinema/theatre tonight.

(vii) before first, second, third, last etc.
The second Saturday is a holiday.
Who is the second boy ?

The definite article is not normally used

(i) before names of people, continents, countries, and towns.
(they will learn to use it in special cases later on)
Calcutta us a big city.
Rabindranath Tagore is a great poet.
India is in Asia.

Note (a) We can say – The Boses will come back from Puri today
(Here Boses = Mr. & Mrs. Bose and family)

(b) We also say – The U.S.A. (the United States of America = America)
the U.S.S.R. (the Union of Soviet Socialist Republics) = Russia.

(ii) before plural nouns.
We say – 'Women like to do house work' and not The women like to housework'

The second sentence is not wrong, but has a different meaning 'Women' in the first entence refers to 'women' in general and 'women in the second sentence refers to a particular group.

(iv) before nouns like home, church, market, school, hospital, court, prison, work, sea, bed, etc.
Children go to school
They walk home from school.
He goes to bed at 10 o'clock.
Mr. Brown goes to church every Sunday.

But sometimes we go to these places for some other reason. Then we use the article.
My father will go to the school to see the headmaster.
His brother is in hospital. He is going to the hospital today to see his brother.

NOUNS

With articles students will learn about nouns. They should know about countable nouns, uncountable nouns and proper or capital-letter nouns Proper nouns

Countable nouns	dog, cat, table, chair
Uncountable nouns	water, milk, tea, sugar
Proper nouns	Rashid, Tom, Calcutta, Madras

Guide them to use the plural and possessive forms correctly

PRONOUNS

1. Subject pronouns used with the verb be :

Person	Singular	Verb	Plural
1	I →	am	we
2	You →	are	← you
3	he she it →	is	they

Person	Singular		Plural
1	I'm		we're
2	←	you're	→
3	he's she's it's		they're

Agreement

Student should note the change of verb forms of with pronouns in the first person, second person and third person. Draw their attention to the contracted forms.

2. Possessive pronouns or pronominal adjectives

Person	Singular		Plural
1	my		our
2	←	your	→
3	his her its		their

Draw their attention to the use of these possessive forms are used before nouns. In some books they are labelled as possessive adjectives.

That is his book.
She is our teacher.
An elephant has a long trunk.
Its trunk is very useful.

3. Object pronouns.

Person	Singular		Plural
1	me		us
2	←	you	→
3	him her it		them

Practise the use of these pronouns after verbs or prepositions.

Give her / me / him / them the books.

Catch the ball and throw it to Ahmed.
Take us to the cinema.

4. Show that this, that, these, those, any, some are pronouns as well as adjectives.

That is a book (pronoun)
That book is red (adjective)
Have you any sugar ? (adjective)
I don't want any of those (Pronoun)

5. Also show that in questions what and which may be pronouns or adjectives.

Who is a pronoun Who took my book ? (pronoun/singular) What is that ? (pronoun/singular) Who are those man ? (pronoun/plural) What are those ? (pronoun/plural) Which of them is Mr. Roy ? (pronoun) Which book is it ? (adjective).

What book is that ?
What books are those ? } (Adjective)

Note : it is not necessary to dwell on 4 and 5.

ADJECTIVES

In lessons 20, 21, 22, 23, 24, 25, 42, 48 etc. the students learn to use adjectives to describe people, colours, shapes, nature, habit, weather and various other things. So they learn to use

(i) Adjectives of quality.
(ii) Adjectives of quantity.
(iii) Demonstrative adjectives.
(iv) Possessive adjectives (or pronouns)

They learn to use them before nouns as well as after the verb be (after adjectives of quality).

It is not necessary to give the learners the names of the types of adjectives at this stage.

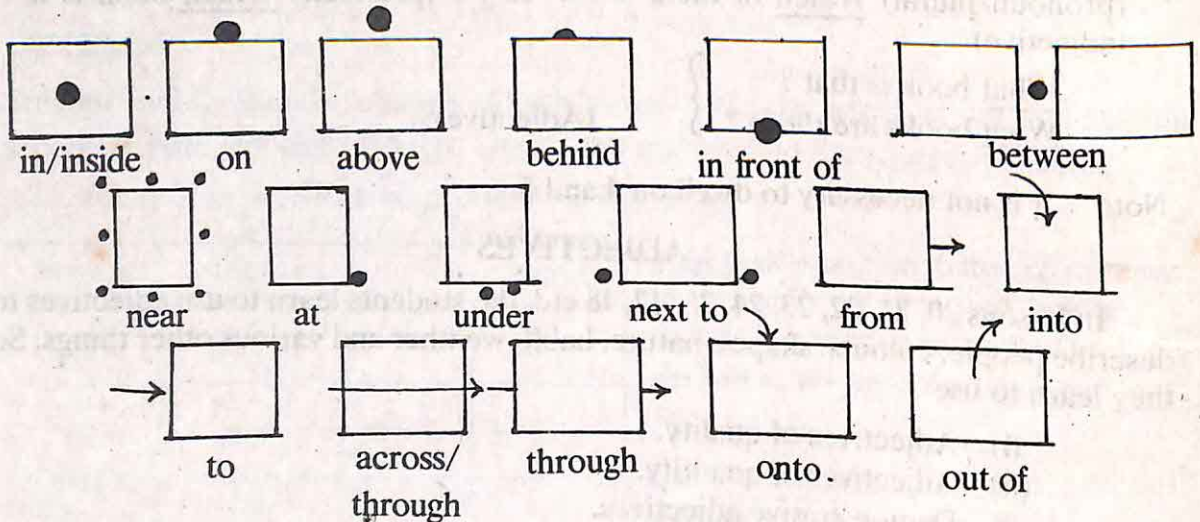
ADVERBS

Adverbs of time, place and quantity are introduced in various lessons. You will notice in the first unit on sentence patterns that the students are introduced to adverbs and adverbial phrases of place even in the initial lessons. In lessons 18, 19, 26, 27, 30, 38, 39, 45, 49, etc. students learn to use many adverbial phrases of time and place without knowing that they are adverbials. It is not necessary for them to know the grammatical labels. They will learn it later.

CONJUNCTION

You will notice that the learners are introduced to only three conjunctions — and, but and or. Help them to use them in joining two nouns or adjectives and in joining two sentences.

PREPOSITIONS

They learn to use prepositions in all the lessons. We all know that these have the highest frequency of occurrence. Give them a sound conception of the spatial use of each of these when they are communicating. The following occur quite frequently.

PUNCTUATION

Use of full-stops

1. After such sentences
   Arun and Prabir are friends
   Come here Write your name on the blackboard
2. After short forms
   Mr . /Mrs . /Dr . /Sm . /(many people do not use this now a days)
   Dr(.) N(.) R(.) Roy. 8 a.m./9 p.m./1.30/4.15.

Note that in a.m. and p.m., 'a' 'm' and 'p' are small letters.

Use of question mark

After a questions :
What is your name ? Is he here ?

Use of a comma

1. To separate words or groups of words in a series.
   Rahim, Mohon and Tom are absent today (do not use before and').
   Mrs. Das is cooking, Mr. Das is helping her and the children are swimming.
2. After words like yes and no .
   Has Ratan come today ?
   No, he hasn't / Yes, he has.
3. To separate the name of a town or city and the name of a state or country
   Calcutta, West Bengal./London, U.K.
4. To separate the day of the month and the year 24 January, 1984

Use of an apostraphe

1. In a shortened form
   I'll go tomorrow
   What's his name ?
2. To who time
   at 6 o'clock
3. To show possessions
   Subir is Mira's brother.
   That's Mira's pen.

Use of a hyphen (-)

To separate syllable of a word
Thirty-one/forty-six
Mother-in-law.

Use of a capital letters.

1. To begin a sentence
   Come here She is pretty.
2. To write names of people, streets, road, place, rivers, countries, continents etc.
   Rita,/the Ganges,/India,/Asia,/Mount Everest.

3. To write names of the days, months and holidays, but not seasons.
   Staturday, October, Puja Vacation.
4. To write names of languages
   English, Bengali, Indian, Burmese.
5. To write the pronoun 'I'.

Exercise

Punctuate the following

1. my brother is twentyone.
2. he has his lunch at one thirty.
3. we do not have classes on sunday
4. arun lives at 54 park street
5. there is a bus stop in the middle of this street
6. birds fly south in winter
7. the meeting is at 2 o'clock on tuesday
8. august 15th
9. i get up at 6 a m
10 that is rams book

10. that is rams book
11. mrs roy teaches them english
12. clean the blackboard
13. sir ramen biswas
    187 Kalighat road
    calcutta - 25
14. how many fridays are there this month
15. whats the time
16. is it a quarter past three